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**Library Economy and Bibliography**

APRIL, 1913

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## The Library Journal

Vol. 38. No. 4. APRIL, 1913

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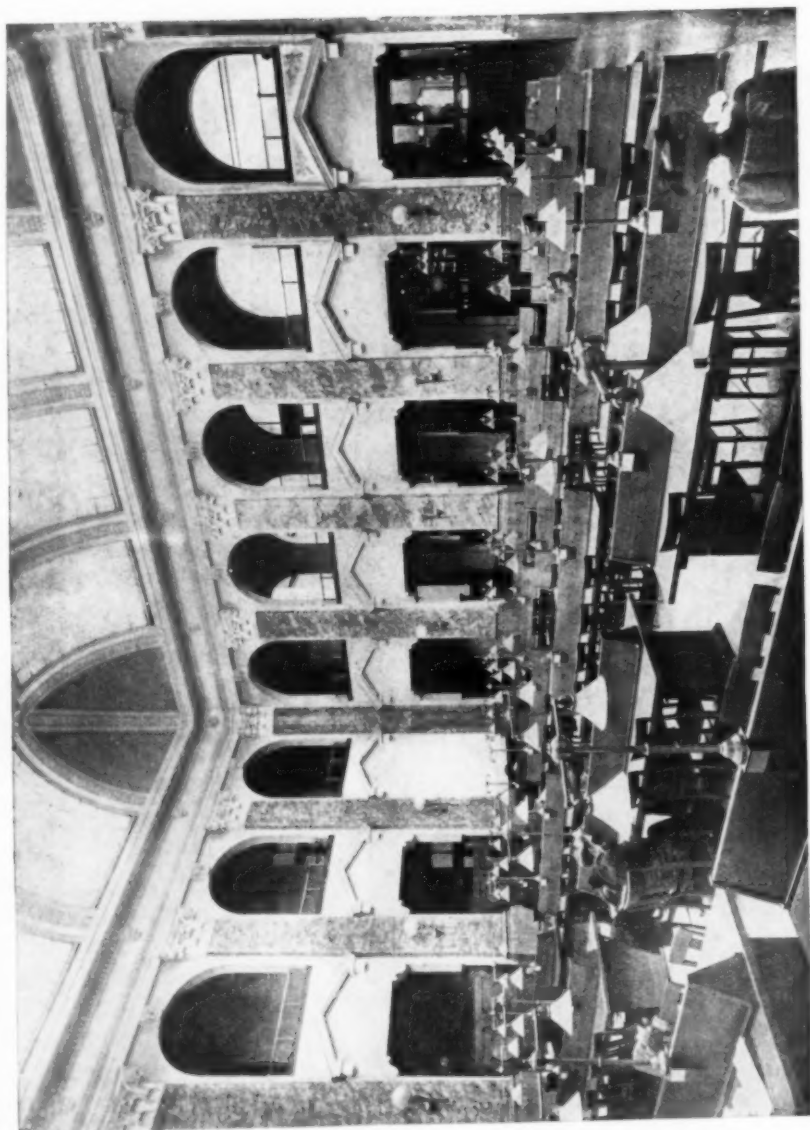
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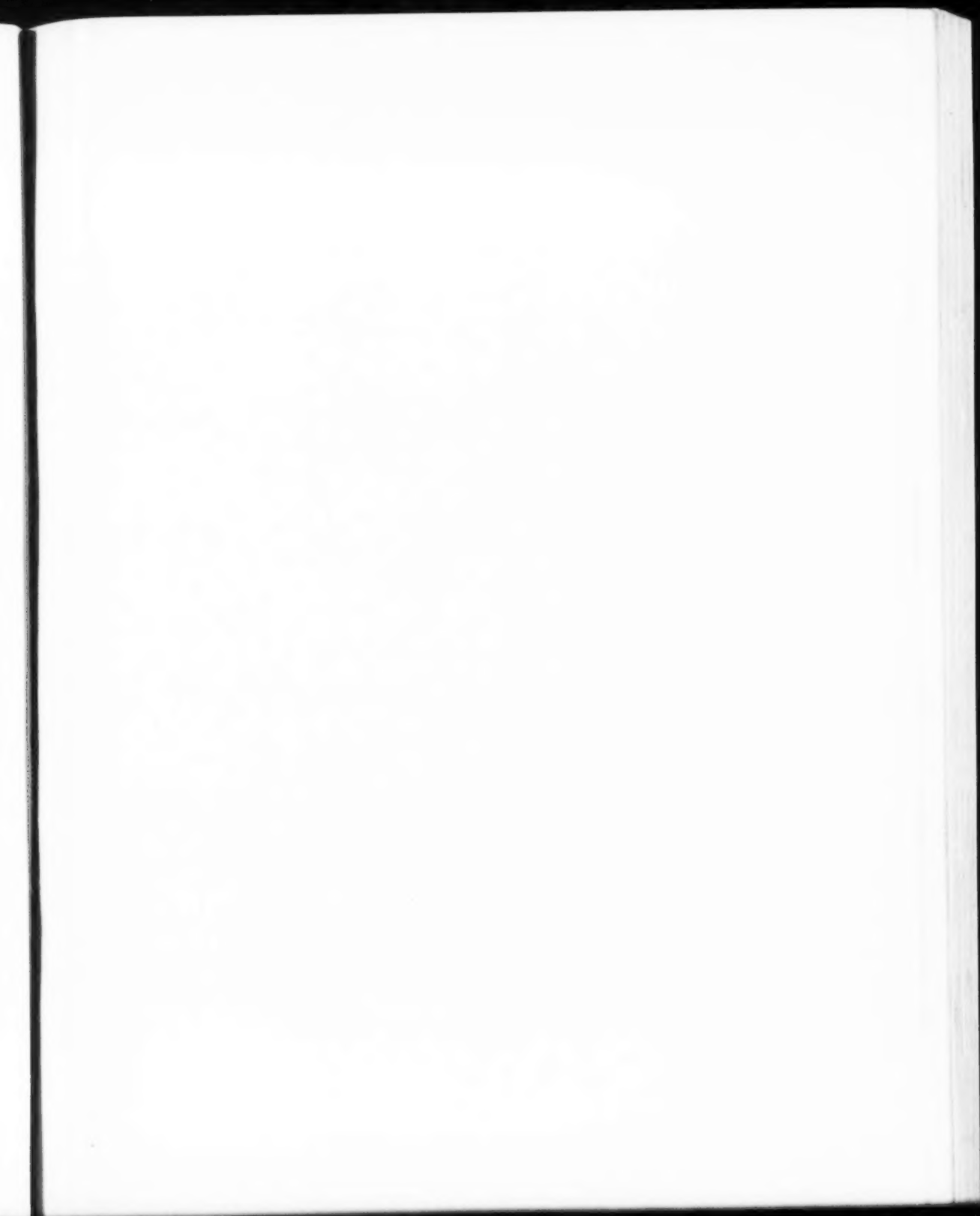
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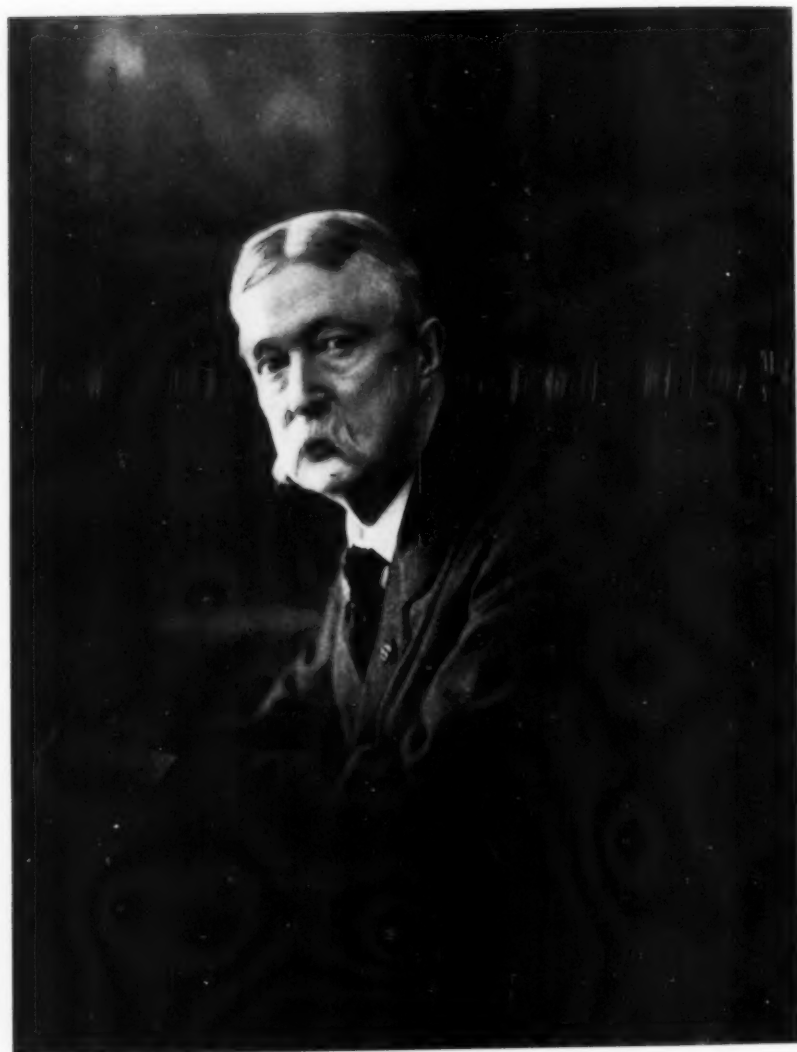
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# THE LIBRARY JOURNAL

VOL. 38

APRIL, 1913

NO. 4

THE death of Dr. John Shaw Billings loses to the library profession one of its most forceful factors. He was a masterful man, great in any of the varied works to which his executive ability was turned. In his long and fruitful career he was first the soldier, then the collector of the greatest of medical libraries, then the foremost of medical bibliographers, then the hygienist and hospital expert, and finally the administrative developer of the largest public library system in the world, centered in the great building which he himself planned and which will remain his lasting monument. In a sense, he was always first the soldier, for his military experience gave him the training which made him so great an executive, selecting the best men for his staff, laying down the best methods, and commanding all. A great organizer himself, he was sometimes impatient with organization which seemed to him ill-advised or ill-directed; and so was in some instances out of sympathy with associative bodies, and seemed to many to lack the personal touch. But underneath the soldier was the man, very human and essentially kindly and appreciative. Those who recall the early days of library development a generation ago think of him as like Justin Winsor, another great librarian, who came to his calling from without the ranks of the profession because, while a scholar, he was first of all a great executive, who mastered the work of the library as he would have mastered any other work to which he was called. Dr. Billings was one of the elders in the profession of librarianship, and his death closes the honor roll of its first generation. Now, all along the line, it is the men next in age and those of the rising generation who must do the work.

THE library profession, though recruited in exceptional cases like those of Winsor and Billings from other walks of life, is more often recruited from the teacher's calling than from any other, and to the schoolroom we owe President Legler and others who have come to the front in the present genera-

tion. It is well that these two great callings of the teacher and of the librarian should thus be interlinked, for the school and the library must always be close to each other. Their problems are in many respects the same, and in no respect more so than in the relation of trustees with technical work. In New York City a great battle is waging in defense of the principle for which Superintendent Maxwell has stood, that the planning of educational courses, as well as the work of teaching itself, should be in the hands of skilled experts, who know whereof they plan, and that the trustees, as ultimate authority, should be prepared to apply the advice of technical experts rather than to attempt themselves to be their own advisers in technical matters. The principle holds good, as we have often pointed out in the case of libraries, where the trustees should look upon the trained librarian and his trained staff as the people who know more about library matters than themselves, and while passing in general upon library problems, should do so only in view of the experience which their trained officials put at their service. Any scheme of government which invites interference by the administrative board with the work of trained professionals is mischievous in character and is to be discouraged. There come critical times when a board must exert its functions, as in the selection of chiefs and experts, or when professional questions involve decisions of a larger nature—and for this the final authority should hold itself in reserve.

ON the question of hours, vacations and salaries, comparisons are naturally made between teachers and librarians, although the circumstances are in many respects different—particularly as to the long vacation which teachers enjoy, and the fact that the shorter hours of the teacher within school must often be supplemented with longer hours when the outside work is taken into consideration. The report of the medical officer of the New York Public Library will be read with interest alike by librarians and teachers. He emphasizes

the importance of an hour's break within the day of work, which shall permit the library worker time for a little walk before luncheon and for a little rest time afterward, and this is quite as necessary in the case of teacher and pupil in the schools. In fact, the experience of the training class in the Brooklyn Public Library is interestingly in point, for the freshness of mind which visitors have noted in the later hours is attributed largely to the recess between hours and the breaking of the long day by change of work. The New York Public Library, in its reference department, has for years had a forty-hour week, the standard schedule running from nine to five, with a half day off every other week; in divisions that work with the public, the schedule differs, but the total number of hours remains the same. This has worked so well that the forty-hour week has been put in practice throughout the branches, with five eight-hour days and a full free day within the week. The Brooklyn Public Library is to follow this example experimentally through the month of April, when it is hoped that the results will justify the adoption of a similar system, though here the plan is to make the free day from noon to noon, instead of from morning to night. The profession throughout the country will watch with interest the results of this more generous system of hours, which it is hoped will increase the efficiency of the library staff without involving seriously increased cost.

PROVISION for library training in schools is a matter of universal importance, for every school child must ultimately be a reader, if not a student, and, naturally, a user of public libraries. In the crowded curriculum of schools, any addition seems at first sight a forbidden thing, but it is not to be forgotten that to know how to use tools is to know how to save time. The carpenter's apprentice must first of all learn what his tools are and how to use them before he can actually set to work, and then comes the apprenticeship in which the tools and the work begin to fit together and produce results. Not enough attention, indeed, has been given throughout our school system to this kind of time saving. It is worth while for every boy and girl to know how to use the equipment of a book, its index, table of contents, etc.,

and to find quickly the proper reference in the proper book, and to use the public library, especially through the key of the card catalog. Miss Mendenhall's pleasant paper on this subject contains much informing suggestion in this direction, and is thoroughly sound. A child in the secondary school should certainly know how best to use the public library, and a high school student should know something more about books and how to use them, so that if neither reaches higher on the ladder of education, this amount of knowledge will always be at disposal in after life. There is nothing more important before the librarian on the one side and the teacher on the other than this coöperation in doing a universal service to the reading and working public of the future.

THE National Education Association, better known as the N. E. A., is, of course, the proper body to foster the development of school libraries, and it is gratifying to know that under the chairmanship of Miss Mary E. Hall, of the Girls' High School, in Brooklyn, as president of the library section, there is increasing activity in prospect in this direction. The N. E. A. has hitherto concentrated attention first on library work in high schools; during the present year special attention will be given to normal school libraries, and thereafter a campaign is planned with reference to libraries in elementary schools and rural schools. Miss Hall feels that if school libraries are to be managed efficiently, school librarians should have an opportunity to get together to discuss their own peculiar problems and to gain that larger view of their library work which comes from meeting personally, as well as hearing those who are working in other and larger fields. That this may be accomplished, the members of the library department have planned a round-table conference of school librarians in connection with the A. L. A. conference at the Hotel Kaaterskill in June, and one in Salt Lake City between July 7 and 14, in connection with the N. E. A. meeting. It is hoped that all school librarians, who can possibly do so, will plan to attend. A tentative program has been prepared, and the committee will welcome suggestions of topics for general discussion by leading school librarians.



THE JOINT WORK OF THE HIGH SCHOOL AND THE PUBLIC  
LIBRARY IN RELATING EDUCATION TO LIFE\*BY MARILLA WAITE FREEMAN, *Librarian, Goodwyn Institute Library, Memphis, Tenn.*

If we could only draw upon the German language, we might surely find or frame some one long and mighty word which would embrace all that my title seeks to say in its rather clumsy English. My wish is to emphasize the human, the personal side of our common task, rather than its purely technical method. We both, the high school and the public library, deal with the same raw material—human lives in the making. And for a certain period we deal side by side with the same group of human lives. In this day of scientific management, it seems important, therefore, that we should coördinate our efforts.

Our first question, then, is, just what are we trying to do with our material; and the second, just how shall we best and most economically go at it?

As to the *what*, I think we shall agree that our common ideal is to have a share in the making of happy, useful, efficient human lives. It is a large ambition, but we have at our disposal those most potent tools of education, personality and books. If we use well our tools, the resulting process will be a vital thing to the lives which are molded by it.

When we ask ourselves how we are going at our task of making education fit life, many answers present themselves. I will speak only of three points, and first of the one that seems most obvious—recognition of the fundamental importance of the life-career motive. "What am I going to do with my life?" is a question which every boy and girl must meet soon or late, a question which both teacher and librarian should help the boy and girl to ask and answer. The problem of vocational guidance is one of the most widely discussed topics in the educational world to-day. It is coming to be recognized that in every high school there should be a trained vocational adviser, one who is fitted to "play the delicate and difficult part" of helping each pupil to find the work for which he is best fitted, and then

of planning his training for efficiency in that work. Such definite vocational direction has now been undertaken in several cities, first of all, perhaps, in the high schools of New York and Brooklyn, where Mr. E. W. Weaver, of the Boys' High School, Brooklyn, is a pioneer, if not the originator, of the whole movement; in the Central High School of Grand Rapids, Michigan, and notably in the Vocational Bureau of Boston, which was organized for the express purpose of assisting graduates of the public schools "in choosing wisely the most appropriate employment, and in securing the same for them."

To prove the demand for such expert guidance in our own communities, I need only cite a few of the requests for vocational help which have recently come to Goodwyn Institute Library. A high school graduate, who wishes to support herself, asks a list of things girls may do besides teaching and stenography; a girl who has taste for designing costumes wants to know where she can train and how use her gift; a mature mechanic wishes to know the best and least expensive mechanical engineering course nearby that will give him school training; a boy who loves trees wants to know where he can study forestry; another, scientific farming; a high school graduate, eager for a library school training, must earn some money first—how shall she do it; a mature woman, interested in social service, has had some experience as matron of an institution, and has money for training—where can she train, and for what; a colored girl, who has saved money to go to the Pacific coast, seeing in the street cars our library card, beginning, "What do you want to know?" ventures in to ask which western cities offer best opportunities for her race.

The list could be extended indefinitely, and you will see that the library, as an informal vocation bureau, might easily become an all-absorbing field to the librarian. Yet it is in the high school that this work most logically belongs.

Until the office of special vocational director is more usual than at present, the teacher

\* Read at the meeting of the Department of Libraries, Southern Educational Association, Louisville, Ky., Nov. 29, 1912.

and the librarian must needs coöperate to fill this need, as far as lies in their power. The ideal high school will, of course, have vocational literature, catalogs of special schools, and so forth, in its own library, either as a branch of the public library, as in Newark, N. J., and many other cities, or in some way coördinated with it; its books may be selected and cataloged through the public library, and its collection reinforced by temporary loans from the library shelves. In the great number of smaller towns where this plan is not feasible, the public library will furnish the literature of vocational guidance to which the pupil will be directed by his teacher. On the part of the teacher, there is opportunity for observation of a student's natural bent and for help in guiding his education accordingly. The personal friendship and knowledge of the teacher may be supplemented by the library's resources in print, and by a warm and intelligent interest on the part of the librarian.

The literature of vocational guidance is already large. The brief list which I have compiled to accompany this paper is merely suggestive. A much fuller and a most helpful list is given by Mr. J. B. Davis, in his "Outline of work in vocational guidance in the Central High School of Grand Rapids, Michigan." In order to reach all the pupils in the high school, this work is carried on through the department of English. Brief themes and discussions form the basis of the work. Pupils are directed in their reading along vocational and ethical lines, and are advised by teachers who have made a special study of vocational guidance. The reading list is arranged under such topics as "Elements of success in life," "Biography of successful men and women," "The world's work for men and women," "Choosing a vocation," "Preparations for life's work," "Business and social ethics." This reading list was printed in the *Bulletin* of the Grand Rapids Public Library for October, 1911. Its use by pupils brings them into close relation with the public library and its books, and prepares them to use the library as a sort of continuation school after their actual school days are over. To encourage this after-school habit, the librarian sends a printed leaflet letter to every graduate of the schools, especially of the night schools, under the caption, "Don't be a quitter," inviting him to continue his education through the public library.

"Blessed is he who has found his work," says Carlyle, and we may add, "Blessed is he who has found his play." After we have helped relate education to life-work, we have yet to provide for the margin of leisure, and if we have read our Bennett, we know that the question of how to live on twenty-four hours a day is largely a question of what we do with our "spare time." Every man needs to have his avocation as well as his vocation, his life-interests, his play-interests, outside of or accompanying the vital interest of his daily work. It does not matter so much whether it is music or poetry, mechanics or vegetable gardening, so long as it is a real interest. But it is surprising to see the number of young people who do not even know how to find out and develop and enjoy what does interest them. Surely the teacher has a wonderful opportunity to help discover and form such tastes and the public library to foster them. The high school library, as a rule, can furnish only the necessary reference books and perhaps supplementary reading. It is the public library which must supply the literature of recreation. The teacher, coöperating with the librarian, can make the pupil feel that the public library has something to read about all those things which really interest him. In this way the "library habit" may be formed, which will hold the pupil after his school days are over. And the high school and the library which, together, have not, somehow, contrived to develop the library habit, the reading habit, in these boys and girls, have in so far failed to relate their education to life. For, to quote Arnold Bennett again, "He who has not been 'presented to the freedom' of literature has not awakened up out of his prenatal sleep. He is merely not born. He can't see; he can't hear; he can't feel, in any full sense. He can only eat his dinner. What more than anything else annoys people who know the true function of literature, and have profited thereby, is the spectacle of so many thousands of individuals going about under the delusion that they are alive, when, as a fact, they are no nearer being alive than a bear in winter." And I suppose if there is anything more than another that schools and libraries ought to do, it is to help add to the total sum of *aliveness*.

Having recognized the importance of the work motive and the play motive, having

roused these young minds to self-conscious aliveness as individuals, we have then to waken the social consciousness, the recognition of their relation as units to the whole social organism. We have to rouse the social service motive, we have to train for citizenship. And with woman suffrage so rapidly becoming a thing accomplished, we need not differentiate as to sex, if, indeed, we should ever have done so. It is these boys and girls whose lives for a few brief, impressionable years touch ours, who will make and administer our laws, who will form and act upon public opinion, and who will have the power to determine whether or not their city, their state, their country shall be good, healthful and beautiful places in which to live.

I believe the first step in training for citizenship is to induce an attitude of intelligent curiosity toward the immediate environment, and the next to furnish a not too difficult means of satisfying that curiosity. You will recall the particulars of Edwin Clayhanger's finished education, summed up by his historian—again Mr. Arnold Bennett—on the day that Edwin left school. Geography, for example, had been one of Edwin's strong points. "He was aware of the rivers of Asia in their order, and of the principal products of Uruguay. . . . He could have drawn a map of the Orinoco River, but he could not have found (his native) Trent in a day's march; he did not even know where his drinking water came from." You remember the picture of Edwin, hanging over the canal bridge on his way home from the last day in school, watching one boat bringing clay, and another carrying away earthenware, and wondering suddenly why, if the clay for making earthenware was not got in the Five Towns, the Five Towns had yet become the great seat of the manufacture. Why were not crocks made in the south, where the clay came from? Why should they choose just this place to make crocks in? He could think of no answer to this enigma, nor had his finished education given him any clue.

To know why just crocks or plows or furniture are made in just our town is more important than it first sounds, and a knowledge of where our drinking water comes from is a first essential to good citizenship.

The most notable example of coördination

between school and library in securing a practical knowledge of their own environment to the school children of a city is in operation in Newark, N.J. The book recently issued by the Board of Education, called "Newark Study," represents probably the first thorough and systematic course of study of a city carried on in its own schools. The Newark library was the founder of this study course for Newark children. The work began in the search for local material to lend to young visitors to the children's room. So little was found that the library prevailed upon a local writer to prepare a simple history of the origin and development of the city. Later, short accounts were compiled of streets, parks, water-supply, health, fire and police departments, schools, industries and many other factors and aspects of the city's life. Three Newark study stories were printed by the thousand, distributed to the teachers and lent to the children. Now the Board of Education has prepared a large book containing a complete index and manual of all this material, with directions for the formal courses of study in the several grades.

The book is divided into: Part 1—Geography, a study of Newark as a type of the industrial and commercial city; Part 2—Civic hygiene and civics; Part 3—Biographical sketches of men and women of Newark, and course of study in history. The very complete and comprehensive index was prepared by the Library, and the mass of clippings, pamphlets, books and pictures, to which it has many references, are gathered there for use by pupils and teachers. The library and the schools, thus working together, believe that "a generation of Newarkers is growing up that will know more about their own town than any citizens ever knew before about the city in which they live. They are justified in believing that knowledge will bring with it faith, and that the Newark of ten and twenty years from now will be a city with a civic spirit, a city with ideals, a city that accomplishes things."

We cannot all do things upon the Newark scale, perhaps, but we can all do something to make our children better citizens of the future, and the Newark plan may give us many hints toward a beginning.

The great democratic opportunity for training in citizenship is the high school debate.

For teaching pupils to think for themselves and to express their thoughts, for broadening their mental horizons and for arousing their interest in the great public questions they will some day have to decide, the exercise of debate is unequalled. The choice of subjects for debate is largely influenced by the teacher. The relative merits of Napoleon and Julius Cæsar may well be neglected for such immediate problems as (to return to our drinking water) the arguments for and against municipal water-works for the town, or the advantages and disadvantages of a commission form of government. Down in Memphis, just now, the boys and girls of public and private schools are debating the need of a new constitution for Tennessee, the abolishment of the fee system for state and county officials, the relation between crime and illiteracy, and the best means of controlling the flood waters of the Mississippi, that mighty trouble-maker. We cannot doubt that these boys and girls will grow into the sort of citizens who get things done, and mark the difference between a progressive and an unprogressive community.

There are a number of debate handbooks which not only the public library but even the small high school library should have upon its shelves as aids in choice of subjects and in method of treatment.

It is the part of the public library, and one of its most important duties, to have ready for use by debaters and students not only back and current numbers of the most valuable magazines indexed in Poole's index and the Readers' guide, but also ephemeral leaflet and pamphlet matter on the social problems and public questions of the day. Much of this material may be obtained free of charge or at small cost from the United States government and from various organizations.

Two lists may be mentioned from which the addresses of such organizations may be secured. The first is "Social questions of today; selected sources of information, compiled by the Free Public Library, Newark, New Jersey," obtainable from J. A. Lapp, State Library, Indianapolis, for 10 cents. The second, "The library and social movements; a list of material obtainable free or at small expense," may be had from the A. L. A. Publishing Board, 78 East Washington street,

Chicago, for 5 cents. From the addresses in these two lists, a splendid collection of working material on the live questions of the day may be gathered by any library at small cost. The high school student who, through the co-operation of teacher and librarian, has been brought to consciousness of these questions as vital subjects for study and debate is on the way to become an intelligent citizen when his school days are over.

In this brief effort to cover so large a theme, I have perhaps not given sufficient prominence to the exact method and technique of coördination between the high school and the public library. Yet it has seemed to me most important that we should first recognize just what we are designing and together working toward, with our tools of education, in the shaping of human lives. If we can share and inspire the life enthusiasms for work, for play, for social service, without which education cannot procure the highest happiness or efficiency, the ways and means of coöperation will shape themselves. "Education for efficiency," says President Eliot, "must not be materialistic, prosaic or utilitarian; it must be idealistic, humane and passionate, or it will not win its goal."

#### SOME AIDS IN VOCATIONAL GUIDANCE

- Bloomfield, Meyer. Vocational guidance of youth. Houghton Mifflin Co., 1911. 60 c.
- Davis, J. B. List of books on vocational guidance used by English Department of Central High School, Grand Rapids, Michigan, for themes and essays. (In Grand Rapids Public Library Bulletin, October, 1911.)
- High School Teachers' Association of N. Y. City. Choosing a career. 2 pamphlets. Circular of information for boys. 10 c. Circular for girls. 10 c. Other pamphlets on vocational guidance. E. W. Weaver, 25 Jefferson ave., Brooklyn, N. Y.
- Laselle, M. A., and Wiley, K. E. Vocations for girls. Houghton Mifflin Co., 1913. 85 c.
- New York School of Philanthropy, 105 East 22d St., N. Y. City. Vocational guidance. (Library Bulletin, no. 2) November, 1911.
- Parsons, Frank. Choosing a vocation. Houghton Mifflin Co., 1909. \$1.
- U. S. Department of Commerce and Labor. Report on vocational guidance, 1910. (From 25th annual report of the department.) 10 c.
- Vocation Bureau of Boston. Vocations for boys. (Bulletins on various occupations) Vocation Bureau, 6 Beacon st., Boston, Mass. 15 c. each (except The Department Store, 50 c.; Banking, 25 c.).
- Vocation Office for Girls, Boston. Vocations for Boston girls. (Bulletins on various occupations) Girls Trades Education League, 6 Beacon st., Boston, Mass. 10 c. each.
- Women's Educational and Industrial Union, Boston. Vocations for the trained woman; opportunities other than teaching. Longmans, Green & Co., 1910. \$1.20.

## DEBATERS' AIDS

- Alden, R. M. *Art of debate*. 1900. \$1.12.
- Askeu, J. B. *Pros and cons; a newspaper reader's and debater's guide to the leading controversies of the day*. 5th ed. E. P. Dutton & Co., 1912. 60 c.
- \*Brookings and Ringwalt. *Briefs for debate on current political, economic and social topics*. Longmans, Green & Co., 1896. \$1.25.
- Carnegie Library of Pittsburgh. *Debate index*. Carnegie Library, Pittsburgh, Pa., 1911. 20 c.
- \*Craig, A. H. *Pros and cons; complete debates*. Hinds, Noble & Eldredge, 1897. \$1.50.
- Debaters' Handbook Series. H. W. Wilson Co., 1905-11. Each volume is devoted to one topic; as, Child labor, Direct primaries, Woman suffrage, etc. \$1 each.
- Foster, W. T. *Argumentation and debating*. Houghton Mifflin Co., 1908. \$1.25.
- Gibson, L. M. *Handbook for literary and debating societies*. Hodder & Stoughton, London, 1909.
- \*Intercollegiate debates, 2 v. Hinds, Noble & Eldredge, 1909-12. \$1.50 each.
- \*Lyman, R. L. *Debating societies; organization and procedure. How to judge a debate. Principles of effective debating*. 3 pamphlets. H. W. Wilson Co., 35 c. for the three.
- Matson, Henry. *References for literary workers*. A. C. McClurg & Co., 1893. \$2.
- Pattee, G. K. *Practical argumentation*. Century Co., 1909. \$1.10.
- \*Ringwalt, R. C. *Briefs on public questions*. Longmans, Green & Co., 1905. \$1.20.
- \*Robbins, E. C. *High school debate book*. A. C. McClurg & Co., 1911. \$1.
- Rowton, Frederick. *How to conduct a debate*. Dick & Fitzgerald. 75 c.
- The Speaker, vols. 1-6. Hinds, Noble & Eldredge, 1905-11. \$1.50 each.
- Thomas, R. W. *Manual of debate*. American Book Co., 1910. 80 c.

\* Recommended for first purchase.

## THE DEVELOPMENT OF SECONDARY SCHOOL LIBRARIES

By EDWARD D. GREENMAN, *U. S. Bureau of Education Library, Washington, D. C.*

RECENT statistics of high schools throw some interesting light upon the development of the high school libraries in this country.\* For over half a century the high school library was recognized as a valuable part of the school, but only within the last quarter century has it become a fixed and necessary part of the school plant. Found to be essential for history classes, and invaluable in the study of literature, the possession of a collection of books by the school has often been instrumental in broadening and changing the course of study in these subjects. The lack of available material for collateral study has frequently been a serious hindrance to the work of the high school teacher, and even though the public library has usually eagerly expressed its desire to assist the teacher and her class, the presence of a working collection of books within easy reach of the student and accessible during school hours gives a true library atmosphere to the school and encourages the students to use "their own library." It has proved to be such an important factor in the school work that at the present time ninety per cent. of the high schools in the United States possess a collection of books for the special use of their students and teachers.

As early as 1740, Benjamin Franklin recognized the value of a library in connection

with the school by including it in his suggested plan for an academy. And although many schools began to build up small collections of books early in the nineteenth century, it was not until 1838 that the first state appropriation for school libraries served to stimulate the general development of these libraries throughout the country. Numerous states immediately followed the example of New York state and encouraged the establishment of school libraries by liberal state aid. A great majority of these libraries were located in high schools and academies, but information and statistics regarding them are very meager. In 1876, the special report of the U. S. Bureau of Education on "Public libraries in the United States of America" credited 826 schools of secondary rank with libraries containing nearly one million volumes. This report stated that "these collections have been multiplied as different kinds of schools have been established, until now there is hardly a school of any kind, seminary, normal school, or other high school, public or private, without a library." However, until 1890, statistics of these school libraries were of the most fragmentary nature, and were usually included among the statistics of school libraries in general.

The development of high school libraries first received serious attention about 1890, at which time there were less than 2500 public high schools in this country housing a library. During the next five years, under the influence of the general tendency toward library

\* NOTE. — The natural limitations of an article covering such a broad field has necessitated the omission of an appreciation of the work of many of the best high school libraries in the country. The object has been briefly to describe representative types.



development, the number of high school libraries was increased to 3921, with a total of nearly two million volumes. During this period appeared the famous report on secondary education, by the committee of ten of the National Education Association. This report did not deal specifically with high school libraries, but the history section adopted the following resolution: "That a collection of reference books as large as the means of the school allow should be provided for every school, suitable for use in connection with all the historical work done in that school. Every school board which is willing to buy chemical and physical apparatus may be brought to such a state of grace that it will buy reference books." The report also stated that out of 150 high schools whose methods were examined, only fifty had a good library of ordinary reference books, and only forty a general library of historical literature. The influence and effect of this report upon the secondary schools of this country was tremendous. It served to unify the work of the high schools in nearly all the states, and greatly encouraged and stimulated the development of a library for the use of certain courses. That the increase in the number of high school libraries since 1900 has been very remarkable is shown by the accompanying table. But it is often as little possible to judge the worth of a library from the number of volumes it contains as it would be to estimate its value by the number of pounds it weighs. And it is only too true that most of the secondary school libraries are weighed down with books long since out of date, or with antiquated text-books. And so, while statistics may show that a large per cent. of our public high schools possess libraries, most of them are small collections of reference and text-books, poorly quartered, unclassified, and neither cataloged nor readily accessible for constant use. Of the ten thousand public high school libraries in the country at the present time, not more than 250 possess collections containing 3000 volumes or over. As a good working high school library should contain at least from three to five thousand carefully selected books, it is quite evident that there is still a very broad field for development.

The compilation of the statistics given below was made by the United States Bureau

of Education and entailed an immense amount of labor. In 1890 there were 956,832 volumes in the public high school libraries and 961,268 volumes in the private school libraries. As these statistics, however, did not give the number of schools reporting libraries, but simply the number of volumes, the year 1895 has been taken as a statistical basis to show the result of the growth of these libraries. The statistics for the year 1912 were secured by a questionnaire sent out to 14,675 public schools and to nearly 3000 private schools and academies of secondary grade. To those schools from which an answer was not secured within three months, a second and even a third request was sent out. The list of these schools was compiled from the reports of state superintendents of education, from school and city directories, from denominational year-books, and from many other sources. The returns, therefore, may be said to be as complete a list of the secondary institutions of this country as it is possible to get together. Of the 11,224 schools listed as of secondary grade, 10,329 reported libraries, and of the 2300 private schools, 1405 possessed libraries. Every effort was made to secure reliable statistical information, and in all probability these statistics are as accurate as could be collected.

An investigation into the number, size and importance of the libraries in private secondary institutions has revealed a wealth of valuable collections little realized by the average librarian. Up to the time of the Civil War, secondary education was secured largely through private or semi-private academies and seminaries. Some of these became strong institutions, but gradually, however, gave place to the modern high school as the predominating type of secondary institution. The academies early recognized the value of a school library, and even in 1890 the number of volumes in the libraries of these schools was greater than the number in public high schools. At the present time there are 130 of these schools in the country which have libraries of five thousand volumes or over. Many of these have attractive buildings or well-arranged and commodious quarters. The libraries are well managed, and are frequently under the supervision of a trained librarian. The students are given practical training in the use of the library, in cataloging, classifi-



## STATISTICS OF SECONDARY SCHOOL LIBRARIES.

STATE	1895				1900				1912			
	Public high schools		Private high schools		Public high schools		Private high schools		Public high schools		Private high schools	
	Number of libraries	Number of volumes	Number of libraries	Number of volumes	Number of libraries	Number of volumes	Number of libraries	Number of volumes	Number of libraries	Number of volumes	Number of libraries	Number of volumes
<b>UNITED STATES</b>	3,981	1,922,923	1,369	1,594,605	5,211	3,944,585	1,349	1,813,443	10,329	5,141,237	1,405	2,342,880
<b>North Atlantic Division.</b>	974	680,040	488	802,270	1,219	990,657	485	883,078	2,083	1,621,107	470	1,064,300
North Central Division..	2,349	1,032,729	999	349,389	2,993	1,602,734	285	409,915	4,945	3,010,500	322	534,979
South Atlantic Division..	153	53,078	209	159,634	246	115,749	229	216,480	1,080	380,327	235	301,408
South Central Division..	253	76,876	276	201,448	437	168,376	245	186,752	1,186	510,597	257	250,205
Western Division.....	192	79,300	97	81,724	316	167,669	98	117,218	826	993,400	221	191,986
<b>North Atlantic Division</b>												
Maine.....	65	18,319	29	31,047	84	18,130	24	30,263	154	35,191	31	42,233
New Hampshire.....	31	7,354	23	42,032	40	11,707	28	53,690	60	17,128	21	66,005
Vermont.....	43	13,093	20	21,405	50	18,910	16	20,630	59	21,951	13	21,900
Massachusetts.....	179	78,408	76	116,375	194	118,954	63	130,845	208	122,807	71	208,638
Rhode Island.....	12	8,402	6	7,700	15	10,783	7	6,650	21	18,095	11	30,990
Connecticut.....	61	38,277	37	48,456	71	54,826	44	63,470	61	50,947	29	61,250
New York.....	318	357,301	159	275,402	363	519,999	159	337,108	630	885,941	182	371,550
New Jersey.....	65	44,044	45	74,293	86	66,217	46	63,691	139	103,299	35	67,177
Pennsylvania.....	207	112,836	93	184,244	316	177,125	96	176,681	742	359,943	74	154,250
<b>North Central Division</b>												
Ohio.....	425	167,834	36	55,103	581	240,180	33	63,500	800	435,979	30	71,801
Indiana.....	267	117,275	17	29,989	351	178,763	21	37,945	610	294,250	21	41,461
Illinois.....	297	114,685	50	69,518	385	176,233	47	74,375	643	371,795	59	103,744
Michigan.....	256	164,342	12	17,575	281	271,843	13	35,239	376	222,039	23	36,332
Wisconsin.....	179	100,203	21	34,822	216	159,485	19	45,500	308	304,622	29	62,021
Minnesota.....	97	79,358	25	20,047	124	123,740	23	28,350	244	306,293	33	52,279
Iowa.....	305	105,587	31	31,292	327	145,704	35	35,670	565	278,120	43	33,795
Missouri.....	156	70,928	69	47,747	224	114,123	61	37,992	407	229,183	35	61,235
North Dakota.....	20	8,466	4	1,602	20	12,807	2	950	136	97,612	10	8,928
South Dakota.....	26	5,692	6	4,125	68	20,005	6	7,244	140	93,982	6	8,335
Nebraska.....	170	38,165	10	13,995	232	64,579	14	13,500	337	115,255	17	20,600
Kansas.....	151	59,694	18	23,518	205	95,272	11	11,650	379	191,168	16	21,450
<b>South Atlantic Division</b>												
Delaware.....	8	3,890	2	1,700	10	1,175	2	2,850	15	1,598	1	1,600
Maryland.....	31	6,119	31	43,256	37	21,492	28	49,061	79	47,397	24	86,769
District of Columbia....	4	9,533	10	18,700	5	11,422	11	13,850	7	18,742	15	21,630
Virginia.....	23	3,990	38	20,189	29	9,396	50	40,123	273	77,394	48	42,967
West Virginia.....	14	4,172	9	6,300	27	15,280	11	15,380	85	50,041	10	22,795
North Carolina.....	6	6,227	54	22,308	16	11,097	54	46,781	197	55,920	55	56,045
South Carolina.....	10	4,485	21	16,140	42	15,025	19	13,405	146	38,532	11	13,812
Georgia.....	35	7,814	39	27,441	61	27,743	46	28,094	217	73,943	50	41,775
Florida.....	13	7,768	5	3,600	19	3,110	8	4,716	70	17,693	14	12,015
<b>South Central Division</b>												
Kentucky.....	36	14,432	52	41,287	57	22,961	59	36,048	137	55,559	49	50,539
Tennessee.....	38	6,563	61	42,806	46	12,116	57	41,923	133	39,141	60	48,566
Alabama.....	20	8,540	27	19,300	34	20,952	16	11,768	105	44,280	27	37,590
Mississippi.....	33	8,667	45	26,525	57	19,998	22	16,888	139	31,937	18	13,932
Louisiana.....	12	5,852	20	19,090	26	13,913	22	20,299	114	43,537	15	22,090
Texas.....	88	22,214	40	39,108	163	92,118	45	44,950	445	151,017	62	52,612
Arkansas.....	23	8,608	22	8,872	40	13,015	17	11,585	113	33,568	18	16,005
*Oklahoma.....	3	1,400	9	4,070	14	5,302	7	3,285	180	91,098	8	8,571
<b>Western Division</b>												
Montana.....	16	6,339	2	700	21	12,101	2	3,200	49	18,643	5	2,994
Wyoming.....	4	2,185	1	300	9	4,234	1	500	17	11,404	1	200
Colorado.....	40	22,523	7	5,070	44	43,540	5	3,000	107	27,177	6	9,125
New Mexico.....	5	430	5	4,476	6	1,985	4	3,850	26	14,161	4	6,973
Arizona.....	2	900	0		2	860	1	800	14	10,435	4	3,740
Utah.....	2	600	14	13,652	6	1,990	11	16,943	28	11,078	16	43,267
Nevada.....	4	1,915	0		12	3,449	0		16	10,946	0	
Idaho.....	5	3,644	1	1,050	7	4,100	3	3,400	57	27,594	7	7,029
Washington.....	27	7,881	21	3,550	67	17,844	13	8,082	189	127,862	22	19,090
Oregon.....	7	1,531	12	14,760	30	10,629	19	10,128	104	59,195	11	22,532
California.....	80	31,352	44	37,266	112	66,397	46	67,845	219	242,731	41	79,025

\* Statistics for Oklahoma include what was formerly Indian Territory.

cation and in the value of reference books. These libraries are so little known that I shall briefly describe a few of the larger ones:

The Friends' School Library, of Germantown, Pa., has a remarkable collection of 27,000 volumes, which is housed in a special building and is circulated to the general public as well as to the students.

The Jesuit High School, of New Orleans, possesses a library of 20,000 volumes, which formerly belonged to its collegiate department and which contains a great many works of special interest to this sect.

The National Park Seminary, Forest Glen, Md., has a very attractive library building, with a library of about 20,000 volumes. This collection contains many old prints, pamphlets, rare volumes, literary curios, besides a splendid working collection on literature. The library belongs to the noted bibliophile, Dewitt Miller, but is used entirely by the students. In this building a course in library science is offered, instruction being given in the use of the library, the value of reference books, and in classification and cataloging. But better than this, they endeavor to instill into the minds of the students the love of books, the pleasures of collecting them and their value as lifelong friends.

St. Paul's School, Concord, N. H., has an excellent library of 19,000 volumes, with attractive accommodations for the use of the library by the students.

The Tome School, Port Deposit, Md., has a collection of 14,000 volumes, with a well-equipped room, accommodating two hundred readers. The library is open ten hours every week-day and three hours on Sundays. It is in charge of a trained librarian, who guides the students in general reading as well as in reference work. The library has eighty-five magazines, covering every branch of the school work.

The Peck Library, connected with the Norwich, Conn., Free Academy, was established in 1859, and contains many rare and valuable books, besides an admirable working library of 15,000 volumes. The departments of art, education, literature and history are especially well equipped. The library is open week-days all the year, and is also available for public use. A course in library science is given to the students.

The Gilbert School, Winsted, Conn., has a library of 9000 well-selected volumes, with yearly acquisitions of about five hundred volumes. The library is open on school days from 8.30 to 1.30 p.m., and on Wednesdays and Saturdays from 2 to 9 p.m. The public is encouraged to use the library. Assistance is given to reading, study and debating clubs.

Reference lists are prepared by the librarian for the teacher, and students are given instruction in the use of reference books.

The Philips Exeter Academy, Exeter, N. H., has a magnificent new library building, costing about \$70,000, located on the school grounds, directly opposite the public library. This library contains about 9000 volumes, including the Edwin Fay Rice collection of books, engravings, autographs, etc. The public library across the street contains about 17,000 volumes.

One of the inevitable results of the development of the high school library has been to produce several distinct types representative of the various ideas regarding the best form of organization under which such libraries should be established:

(1) The high school library maintained strictly as a piece of school apparatus for the use of the students and teachers alone. These libraries are housed in the school building, under the supervision of a teacher, or in many cases, more ideal, under a trained librarian. The library is supported from the school funds administered under the direction of the board of education. Many of these libraries, organized before the public library became prominent, have for years received financial aid from the state, and, as a result, possess large and very valuable collections of books. The high school libraries of Spokane, Detroit and Washington, D. C., are excellent examples of this type. The library of the Central High School, Washington, D. C., was organized in 1882, and has gradually developed until it now contains about 7000 volumes, selected with special reference to the work of the school. It is used exclusively by the students for class work, reference or general reading, and is open only during school hours. It is in charge of a trained librarian, who gives illustrated board talks to first-year students on the use of reference books, concordances, atlases, indexes, etc. Written test examinations are given on this work, and the students receive credit for it in their English course. An elective course in library economy is also conducted by the librarian, instruction being given in cataloging, classification, shelving, etc. The object of this course is largely vocational, the purpose being to give the students some idea of what library work as a profession would be like. Twenty-five

students who have taken this course have entered library work.

(2) A second type of school libraries supplying high schools, adopted especially by the larger cities, is the public school library. These libraries are of considerable size, are frequently housed in the high school or in an annex to the high school, and are organized for the purpose of supplying books to all the schools in the city. The central library is under the supervision of a trained librarian; branch libraries are established in each of the public schools, and in many instances classroom libraries are provided. The Columbus, Ohio, public school library, founded in 1847, now numbers about 80,000 volumes. It is located in a special building, has a staff of trained assistants, and supplies books to 49 elementary schools, 6 high schools and one normal school, besides occasionally lending to the general public. The report of the librarian states that: "It will thus be seen that the public school library is a large educational library that renders a similar service to the school that the college or university library performs for such institutions, and its work differs very little from that of the public library." The high school library in Albany, N. Y., founded in 1868, with the beginning of the high school, was formed by a consolidation of all the district school libraries of the city. This library was used for many years as a public library. Then it became exclusively for the use of the high school students. But since 1902 it has become a general school library. The main collection of about 30,000 volumes is located in the high school building, and in every school a good reference collection is being built up suited to the particular needs of that school. This includes the Training School for Teachers, the Truant School, the Vocational School and the Open-air School.

(3) A third type of high school library extensively adopted in many sections of the country is a branch of the public library, located in the high school building, or merely a collection of books loaned to the school by the public library for a definite period of time. Books are loaned to meet the current demands of the teachers and students, and are changed as often as the demand necessitates. The school furnishes room, heat, light, janitorial services, and some general refer-

ence books, the public library supplying the books for general circulation or special use. In some cases the public library supplies an assistant to look after the library; in others, the school delegates a teacher for that service. This close coöperation between the school and the library has found favor among librarians, since it makes the public library the controlling influence in the dispensation of literature, obviates the too frequent conflict between the work of the school and the work of the library, and concentrates all library administration in the hands of the public library. In Cleveland, Newark, Passaic and Portland, Oregon, and Buffalo, the high school library is simply a branch of the public library. In Elmira, the high school library and the public library coöperate. In Utica, the public library maintains a special room for the high school students. Another interesting example of this type is found in Madison, Wisconsin, where coöperation between the public library and the public schools has recently resulted in the opening of a branch library in the high school. Here are brought together the high school reference books and the school reference books belonging to the public library. The library is in charge of a competent librarian. Books are purchased through the library board or secured by loan from the public library. For the support of this branch, the city council appropriates money to the library board instead of to the board of education. The superintendent of education, in his report for 1912, says: "This arrangement has proved satisfactory to both school and library, and is economical to the city in the way of management. In the adoption of this plan, the library has entered upon a new field, has enlarged the scope of its work and demonstrated to the librarians of the country the possibilities for more efficient and more advanced assistance along the lines of public school work."

(4) A fourth type of high school library quite common in the smaller towns throughout the country is the combination school and public library. Many towns, unable to support a public library, utilize the high school library for that purpose. The library is usually located in the school building, under the supervision of a teacher. During school hours the library may be used for reference

purposes by the student, and after school the library is kept open for the purpose of supplying books to the general public. One of the largest of this type of high school library is located at Troy, Ohio. With a population of only 8000 inhabitants, the town maintains a school library containing 13,000 volumes. This library was founded in 1898, and since that time has been used by the public as well as by the students. Canandaigua, N. Y., has a combination school and public library which is open from 9 a.m. to 4 p.m. on school days, and from 9 a.m. to 10 p.m. three days a week during vacations.

That the importance and value of the high school library has become fully recognized is evidenced by its recent growth and development. In every high school building there should be a room set apart for the library, containing at least a good collection of reference books and as many others as the school can afford. Whether these are obtained from the public library or are purchased by the school depends upon local conditions. But where the public library is able and willing to assist the school, it is undoubtedly the best plan to have a very close coöperation between the two. This obviates the necessity for large collections in the school. But where the school has collected a library of working size, instruction in its use will be a necessity, and such training should become a part of the school work. And while the high school library is now used primarily for reference and class work, its wider use could be made to include instruction in its value as an instrument of education and in the guidance of students reading along lines of special tendencies and vocational adaptabilities. There are so many interesting phases of the high school library problem, which it is impossible to discuss adequately in this article, that a selected list of titles is added for those who may wish to investigate the subject more thoroughly.

#### HIGH SCHOOL LIBRARIES

Abbot, A. Reading of high school pupils. *School Review*, 10: 585-600, October, 1902.

Gives the results of a test selection of 178 best books submitted to about 2500 high school pupils for a vote as to their popularity.

Aley, Robert J. Books and high school pupils. In *National Education Association Journal of Proceedings and Addresses*, 1909, p. 844-48.

The author points out the value of books to the high school students, and states that: "No really good high school is possible without at least a fair library equipment."

Ashmun, M. Library reading in the high school. *School Review*, 17:618-22, 701-704, November, December, 1902.

"Gives practical suggestions as to how to conduct library reading classes in the high school, the amount of reading required, and the kind of books selected."

Bynnton, P. H. Suggestions for the English literature section of a high-school library. *School Review*, 23:111-16, February, 1912.

Coult, Margaret. How can we best direct the reading of high school pupils. *New York Libraries*, 3:52-55, January, 1912.

The author suggests various ways in which the teacher could stimulate an interest in books and guide the high school students in their reading.

Dracass, Carrie E. Tucker. The growth of the high school library in Chicago. *Educational Bi-monthly*, 7:153-56, December, 1912.

Fagge, Ethelwyn H. High-school libraries. In *National Education Association. Journal of Proceedings and Addresses*, 1911, p. 1019-25.

Finney, B. A. High school instruction in the use of reference books. *Public Libraries*, 4:315-17, July, 1899.

Advocates instruction in the use of the library and gives an outline course.

Forbes, George F. The place of the library in the high school. *New York Libraries*, 3:170-74, November, 1912.

Gaillard, E. W. Difficulty of the high-school library. *School Review*, 15:245-50, April, 1907.

Hall, Mary E. What the librarian may do for the high school. *LIBRARY JOURNAL*, 34:154-59, April, 1909.

"Suggests ways in which the school librarian may help the teachers, interest the pupils and make the library an effective department."

— The possibilities of the high school library. In *American Library Association. Papers and proceedings*, 1912, p. 260-66.

Haney, John D. How shall the public libraries help the high school? *Public Libraries*, 7:224-7, June, 1902.

"Advocates branch libraries in high schools superintended by trained librarians."

The high school library problem. *School Review*, 14:762-3, December, 1906.

"There is no problem relating to the equipment of the high school which is more pressing than that of the library."

Holland, E. O. The library as an adjunct to the secondary school. In *National Education Association. Journal of Proceedings and Addresses*, 1903, p. 961-66.

Hopkins, Florence M. Methods of instruction in the use of the high school libraries. In *National Education Association. Journal of Proceedings and Addresses*, 1905, p. 858-64.

Describes the work of the Detroit Central High School in giving instruction in the use of the library.

— The place of the library in high school education. *LIBRARY JOURNAL*, 35:55-60, February, 1910.

"Points out the great lack and greater need of systematic instruction in the use of reference books and reference guides. Outlines briefly a course of eight simple lessons."

Jones, Thomas L. What the public library can do for the high school. *Public Libraries*, 17:274-76, July, 1912.

An address before the Wisconsin Library Association, Feb. 22, 1912, in which the author gives a practical illustration of how the public library should assist the high school.

Koch, C. D. Equipment for a small high school with a reference library. *Pennsylvania School Journal*, 57:97-99, September, 1908.

Suggestions regarding the necessary reference material for a high school library by the state inspector of high schools for Pennsylvania.

- Koch, Theodore W. The high school library. In Johnston, Charles H., ed. *High school education*. New York, C. Scribner's Sons, 1912. p. 460-70. An excellent treatment of the problems of the high school library, with special emphasis upon the importance of instruction in the use of the library.
- McAndrew, William. The high-school librarian. In National Education Association. *Journal of Proceedings and Addresses*, 1910, p. 994-98. Shows the place and importance of high school librarians in the work of the high school.
- Mendenhall, Ida M. Training of high school students in the use of the library. *New York Libraries*, 3:138-40, July, 1912.
- National Education Association. Committee on High School Libraries. Report . . . July, 1912. In its *Journal of Proceedings and Addresses*, 1912, p. 1273-81. Gives the results of an investigation into the conditions existing in city high schools, with suggestions regarding the possibilities of aid for high school libraries from outside sources.
- New York Library Association. Committee on high school libraries. Report on the high school libraries of New York state. *New York Libraries*, 2:57-61, January, 1910. "Suggestions to remedy the lack of cooperation between the public library and school libraries."
- Parlin, C. C. A successful high school library. *School Review*, 15:251-4, April, 1907. A description of the library at Wausau, Wisconsin.
- Ryan, Johanna V. Library conditions in American cities. *Educational Bi-monthly*, 7:157-72, December, 1912. A paper read before the English section of the Chicago High and Normal School Association, May 11, 1912. This paper is a report of a committee appointed to investigate the conditions in high school libraries throughout the country. It is a valuable and exhaustive compilation of the work which the high schools in various sections of the country are doing.
- Sharp, K. L. Libraries in secondary schools. *LIBRARY JOURNAL*, 20:45-11, 1895. Presents an interesting statement regarding library conditions in the schools in different states.
- Show, Arley B. History reference library for high schools. *History Teacher's Magazine*, 3:79-81, April, 1912.
- Tanner, George W. The library situation in Chicago high schools. *Educational Bi-monthly*, 7:9-15, October, 1912.
- Walter, Frank K. Teaching library use in normal and high schools. In American Library Association. *Papers and proceedings*, 1912, p. 255-60.
- Ward, Gilbert O. Elementary library instruction. *Public Libraries*, 17:260-62, July, 1912. Reviews the reasons for giving library instruction in the grades and the high schools, together with suggestions regarding methods, subjects, and the part of the public library in this work.
- The high school library. In New York State Teachers' Association Proceedings, 1910, p. 304-10.
- Wilson, Louis R. The high school library. In North Carolina High School *Bulletin*, 1:176-83, October, 1910.
- Wisconsin. Department of Education. List of books for high school libraries in the state of Wisconsin, 1911. Issued by C. P. Cary, state superintendent. Madison, Democrat Printing Company, state printer, 1911. 48 p. 8°.
- Wright, R. H. How to make the library useful to high school students. *Public Libraries*, 10:460-62, November, 1905. "An excellent article on the use of the library as a necessary department in the high school."

### TRAINING IN THE USE OF BOOKS

By IDA M. MENDENHALL, *Chairman of Committee on Normal School Libraries, N. E. A.*

A STORY from the *Dial*, that tells of the woes caused by the "amazingly prolific" author "Ibid," shall introduce my subject. A correspondent, after "much bewilderment and fruitless searching of biographical dictionaries and histories of literature," appeals to the readers of the *Dial* for information: "She says in her letter: 'Someone told me one day, with a quizzical look which I could not understand, that "Ibid" was a half-brother to the "Vide" sisters—Vide Supra and Vide Infra; but that didn't help me much, since these same Misses Vide have caused me hardly less perplexity than has Ibid himself. But why don't the reference books tell us something about him? Can you tell me whether there is any uniform and not too expensive edition of his works, and, if so, by whom it is published?' Pending more definite information, our correspondent will perhaps be glad to learn that she has companions in her perplexity. Not long ago a student from Columbia came into the New York Public Library for help on a list of references in history which he was to read before writing a thesis. He said: "I have

found most of the books in the Columbia library, but there is one author I can't find anywhere, and I have spent a good deal of time looking. He has a strange name, and I have never heard of him as a historian, but he has written a good many of the books on my list; his name is Ibid."

These inquirers are only two from the great multitude of persons untrained in the use of books. The college student who inquired timidly for "Fool's dictionary," the tool known to librarians as Poole's index, and the normal school professor who sent his entire class to the newly finished card catalog to find the difference in size between the eggs of the ostrich and humming bird belong to the same class of untrained library users. To most persons, a library book is, in the words of Mr. Dooley, "a body of literature surrounded by catalog cards," and the process by which one finds the book and examines it is a formidable one. For twenty-five years and more, bibliographic knowledge has been confined to the workers in libraries and the students of library schools. A small handful of persons,



comparatively speaking, are on the inside of the library profession, while multitudes are on the outside. When it requires a year of study in a library school to learn how to catalog a book, is it surprising that the outsider, unaccustomed to using bibliographies and indexes, is perplexed by the card catalog, or is unable to find a book number on the shelves? It is almost impossible, after being in library work for a few years, to put oneself in the place of the person who knows nothing about library tools, but must use the library as his workshop. Even the schools, until recent years, have given no bibliographic training, and yet the library is the working laboratory of the school. Until the great multitude outside of the profession are taught to use the modern library intelligently, library work will defeat its own ends.

The burden of this short paper is to show how library knowledge may become generally popular by means of the schools—elementary, high school, college and normal school.

#### THE ELEMENTARY SCHOOL

The place to begin a training in the use of books is the graded school. Children learn quickly, and are enthusiastic over library lessons. I remember one child who went to her teacher in great distress because a holiday came on Monday, the regular day for the library period, and said that she would rather lose the vacation than her library lesson. Another reason for giving library lessons in the grades is that a large per cent. of the pupils in the grades do not go on to high school. Unless they are systematically told something in the graded school about the use of libraries, the chances are that they will go through life without such knowledge. There is not time in this paper fully to outline library lessons for the grades, or to suggest ways of giving such lessons. The first three grades should at least have talks on how to open a new book and how to handle books. Little children listen with wide-open eyes to such talks, and do not forget them. Children of the fourth grade are not too young to learn the arrangement and use of the dictionary, though the use of the appendices may wait for a later grade. Fifth and sixth-grade children can easily understand some of the information of the title page and the use of

the index and table of contents, and seventh and eighth-grade children cannot do their regular work successfully without knowing something about the card catalog, common cyclopedias, and the periodical indexes.

Most of these lessons in the grades may be given very informally as a part of regular recitation work in English or history, often requiring only a few minutes of the period, and it is work that is rewarded by the interest and enjoyment of the children.

#### THE HIGH SCHOOL

One strong plea for library lessons in the high school comes from the college and university. The college librarians say that because students in the secondary schools have had no library training, the colleges must do such preliminary work as teaching the use of catalog, index and cyclopedia. A service that secondary schools should render the university is training in the use of the library as preparation for advanced bibliography and research work. Another reason for such library training, perhaps even more important, is that the majority of high school students do not go on to college, and will be handicapped through life in using the public library unless the high school teaches them how. We will suppose that the high school pupil comes from a graded school that has equipped him with the elementary library knowledge already suggested for children. It is then the privilege of the high school to teach him the reference books of his special subjects, debating books, magazine indexes, and a more exhaustive knowledge of the tools learned in the graded schools.

#### THE COLLEGE AND UNIVERSITY

One reason for special bibliographical training in the college is that many of these students are going out to be the teachers in high schools and smaller colleges, school superintendents and principals, and the educators in the school world. Unless they are trained in the university in the special bibliography of their subjects, they cannot inspire others with the spirit of research, or direct them in using the library. When students come to the university, prepared in the secondary schools with the rudiments of library use, they are ready for the bibliography of their specialty and for advanced research work.

## THE NORMAL SCHOOL

With the normal schools lies the possibility of a peculiar service which touches library and school coöperation more closely than any other agency. Our coming public school teachers are being trained in the normal school. If, in twenty-five years from now, we have a generation of people who are intelligently at home in the library, it will be because they were taught by their teachers in the public schools how to use books. In the Utopian library scheme being outlined, students will come to the normal school from high schools that have taught them how to use a library. The normal school can then specialize in the following library courses with teachers:

1. Bibliographical helps of special value to teachers.
2. Children's literature.
3. Practice library lessons with children.

School superintendents agree that one of the greatest needs of the normal school graduate is a discriminating knowledge of children's books. Courses in children's literature would prepare teachers to select the books for the school library, to guide the outside reading of her children and stimulate her recitations by interesting reference material.

The practice teaching in the normal school serves as the students' period of probation and apprenticeship in teaching. If these practice lessons with the children include library lessons on the dictionary, card catalog, table of contents, etc., the teacher is sure to give such lessons in her own school later on.

The normal school touches the great problem of popular education at its very heart. If library knowledge is to be popularized, the start must be made at the center of the educational system—the normal training schools for teachers.

There are teachers' institutes for reaching the teachers already in service. Some of our states have library talks as a regular part of institute instruction. One state library commission has just appointed an inspiring professor of literature to give two talks at institutes, one on children's literature, and one on the use of the library in school work. After all, the main reason for library lessons is the same for all schools—that students, for the sake of the joy and power it will bring to their work, must know the tools of the library. Reference books, indexes and bib-

liographies are the working tools of the student's laboratory. Not only for the sake of efficiency of work and the saving of time, but for the sake of the joy such knowledge will bring to his work, the student must feel at home in his laboratory.

In conclusion, let it be perfectly understood that this service to be rendered by the schools differs radically from that of the library schools. The function of the library school is to train librarians. The function of library courses in schools is to spread the knowledge of how to use a library. I see only one excuse for technical library training in the schools, and that is a course in the normal schools for the sake of the small school libraries which the library profession can never reach. These rural and small graded schools have beginning libraries, most of them, and they can never afford someone who devotes her entire time to the library, much less a trained librarian. The hope for these small schools lies in the "teacher-librarian" courses in the normal schools. Such elective courses will prepare teachers to organize the small school library, select books, supervise children's reading, give library lessons, help in school work, in addition to part teaching of English or history.

The State Education Department of New York State has designated one normal school, Geneseo, to prepare such teacher-librarians, and it is hoped that school superintendents will find centers for these few graduates where they can demonstrate the value of a live, well-administered library in school work.

Generally speaking, technical library courses in the normal school, if they attempt more than training in the use of books, can only bring library training into disrepute and lower its standard. It sometimes happens that, after a brief library course in a normal school, graduates make application for library positions, with the statement that they have had library school training. One such student obtained a library position in a certain state. She failed, and the library board lost all confidence in librarians of school training, and employed the library janitor to take her place!

The conclusion of the whole matter is that the library profession defeats the end for which it came into existence, unless people are taught to use the modern library. And

this popularization of library knowledge must be contributed by the schools from the grades to college. And, after all, this is no Utopian library scheme, for in many schools all over the country such library lessons are already being given.

There are many problems for the school

library to solve—special classification to fit its needs, student reading clubs, the best use of the bulletin board, clipping and picture collections, vocational guidance, etc.—but there is no more vital problem than training its students to feel at home in the modern library and to understand its resources.

### SOME REFERENCE BOOKS OF 1912

BY ISADORE GILBERT MUDGE, *Reference Librarian, Columbia University Library*

THE following list of reference books of the year is not a complete record of all such publications issued in 1912, but merely a selection of some of the more important or interesting titles.

#### PERIODICALS AND NEWSPAPERS

The important event of 1912 in the history of indexes of periodical literature has been the agreement for division of this work between the *Publishers' Weekly* office and the H. W. Wilson Co., for the purpose of avoiding the duplication of such publishing which has occurred in the past. The periodical index which heretofore formed the first and most important section of the *Annual Library Index* has been discontinued and the work of indexing periodicals transferred to the *Readers' Guide* and the projected *Readers' Guide Supplement* (Minneapolis, Wilson). On the other hand, the *Index of Dates*, which latterly formed an important feature in the *Readers' Guide*, has been discontinued in that index and is being carried on more elaborately in the separate *Index to Dates of Current Events*, published monthly, during 1912, with quarterly and semi-annual cumulations (N. Y., Publishers' Weekly, \$4 a year). The *Annual Library Index* was discontinued with the 1910 issue, but its place has been taken by the *American Library Annual*, which continues all of the features of its predecessor except the indexes of periodicals and general literature, and expands greatly some of its more special library features, such as the list of book collectors, list of libraries, etc.

Among foreign indexes the most interesting development has been the further expansion of the extensive indexing work carried on by the firm of E. Diederichs at Jena. The well-known *Bibliographie der deutschen zeitschriften literatur* is now merely one series, "Abtheilung A," of a wider scheme of index-

ing, i.e., the *Internationale bibliographie der zeitschriften literatur*, of which "Abtheilung B" is formed by a new index now in its second volume, the *Bibliographie der fremdsprachigen zeitschriften literatur*, which indexes selected articles in more than 1000 non-German periodicals, English, Danish, Spanish, etc.

Three library catalogs of collections of newspapers, which should be of use to research workers, have appeared. These are: "Annotated catalogue of newspaper files in the library of the State Historical Society of Wisconsin," 591 pages, a second edition, much enlarged from the first edition of 1898 (Madison, Society, \$1.50); "Check list of American eighteenth-century newspapers in the Library of Congress," a useful list arranged by localities, with full indexes of titles, printers, publishers and editors (Washington, Gov. Pr. Off., 50 cents); and a "List of newspapers in the Virginia State Library, Confederate Museum and Valentine Museum, 491 p., pub. as Bull. vol. 5, no. 4, of the Virginia State Library.

#### SPECIAL INDEXES

The special periodical indexes of the year are mainly scientific. Crane's *Index of Mining Engineering Literature*, the first volume of which was issued in 1909, has been continued by the publication of volume 2, which gives complete subject indexing for some 26 serials and partial indexing for 20 additional titles (N. Y., Wiley, \$3). A newcomer in the field is the *Mining World Index* (Chicago, Mining World Co., \$2), a semi-annual index, based upon the weekly index of current literature in the *Mining World*. The most important new scientific index, however, is the "Royal catalogue of scientific papers: Subject index," vol. 3, part 1, which covers part of the subject of physics, i.e., generalities, light, heat and sound, leaving electricity and magnetism to be

covered in a later volume. Some 200 scientific serials are indexed for the years 1800-1900, and the location of sets of these serials is indicated in some twenty English libraries. "Library work cumulated, 1905-1911," furnishes an index in one alphabet to the periodical literature of library science for the past six years (Minneapolis, Wilson, \$4).

## DEBATES

Several small debate manuals have been issued or revised. A second volume of the useful "Intercollegiate debates," a yearbook of college debating, edited by E. R. Nichols, contains specimen briefs, bibliographies and record of decisions of debates on some fourteen topics (N. Y., Hinds, \$2). A new volume in the *Debaters' Handbook Series*, "Selected articles on government ownership of railroads," by E. M. Phelps, has been issued, and new editions of the volumes on "Election of U. S. senators," "Woman suffrage," and "Commission plan of municipal government" have appeared (Minneapolis, Wilson, \$1 ea.). Two smaller compilations on the same general plan are: "Selected articles on the fortification of the Panama Canal," by C. E. Fanning, and "Selected articles on government ownership of the telegraph," by E. M. Phelps (Minneapolis, Wilson, 25 c. ea.). A work which is of use to the debating club in a different way is the "New Cushing manual of parliamentary law and practice," revised and enlarged by C. K. Gaines (Boston, Thompson Brown Co., 75 c.), a complete revision.

## DISSERTATIONS

Several small catalogs of dissertations have been published. Clark University issued near the close of 1911, under the title of "List of degrees granted," a complete list of its dissertations from the beginning, including those printed only in periodicals as well as those published separately (Clark University Library, Publications, vol. 2, no. 9). The Carnegie Institution has suspended the separate publication of its "List of doctoral dissertations in progress," and the 1912 issue of this useful list appears in the *History Teachers' Magazine* for January, 1913. The most important event in this line, however, has been the announcement of the Library of Congress

that it would publish an annual catalog of the American doctoral dissertations, beginning with those of 1912. The first number will not appear till 1913, however. For foreign theses there is a new catalog, "Akademiska Afhandlingar vid Sveriges Universitet och högskolor, 1890-1910 . . . Bibliografi af Axel Nelson," which lists in one alphabetical author arrangement the theses and other academic publications of the various Swedish universities and high schools, supplementing the earlier list, 1850-1890, compiled by A. G. S. Josephson.

## DICTIONARIES AND ENCYCLOPEDIAS

No large general English dictionary has been issued. A small special work of considerable value, however, is "An American glossary, an attempt to illustrate certain Americanisms on historical principles," by R. H. Thornton, 2 vols. (London: Francis, 30s.; Phila., Lippincott, \$7.50), which gives promise of superseding all earlier dictionaries of Americanisms. It is a thorough, well edited work, and the compiler profits by the methods and researches of the editors of the "New English dictionary." Among encyclopedias the Americana has been reprinted, and extended from its original 16 volumes to 22 volumes. The old plates have been used, but considerable new material on recent subjects has been added, and in some cases the older articles have been brought to date, and new titles added to the bibliographies (N. Y., Sci. Amer. comp. dept., \$132).

## RELIGION

As was the case in 1911, the important reference publications in the subject of religion during 1912 have been the new volumes of the various great sets in process of publication. The "New Schaff-Herzog cyclopedia of religious knowledge" was completed early in the year by the publication of volume 12 (N. Y., Funk, \$5 a vol.). The "Catholic cyclopedia" has also been completed by the publication of volumes 13-15, which, in respect to both articles and bibliographies, maintain the high standard set by the earlier volumes. Hastings' "Encyclopedia of religion and ethics" advances slowly, only volumes 4-5 (Confirmation-Fichter) having been published during the year (N. Y., Scribner, \$7 a vol.). In France the various dictionaries which make up the "Encyclopédie

des sciences religieuses" have all advanced slowly on their way through the alphabet. The oldest of these, Vigouroux, "Dictionnaire de la Bible," has been completed by the issue of the last fascicule of volume 5; Vacant et Mangeot, "Dictionnaire de théologie catholique" has advanced as far as fascicule 40, "Finçailles," Cabrol, "Dictionnaire d'archéologie chrétienne," has reached the word "Châteaux," while the youngest member of the group, Baudrillart, "Dictionnaire d'histoire et de géographie ecclésiastiques," is represented only by volume 1, and 2 fascicules of volume 2, in all, only part of the letter A. Both articles and bibliographies in these four works are admirable, and the group as a whole represents the highest level of French Catholic scholarship. The new German encyclopedia, Schiele's "Die religion in geschichte und gegenwart," has been continued by the publication of volume 3, which carries the alphabet through "Lytton." Two smaller works in English are: Harford, G., "Prayer book dictionary" (Longmans, \$8.50), a book containing many useful articles, but with its special usefulness lessened somewhat by the inclusion of too many general topics, and the "Dictionary of English church history," edited by S. L. Offard and Gordon Crosse (London, Mowbray), a compact, well edited work, containing excellent biographies and historical articles on customs, ceremony, dress, art, architecture, finance, etc., of the English church. Four new parts of the Encyclopedia of Islam, nos. 12-15, "Berbers—Dhu 'l-Kader," have appeared. Though so small a portion of the alphabet has been covered, the parts issued this year are especially useful and timely, as they contain articles on the Bulgars, Bulgaria, Constantinople, etc.

#### SOCIAL SCIENCES—YEAR BOOKS AND STATISTICS

A new compilation of general governmental statistics is the "American statesman year book," edited by J. W. McSpadden (N. Y., McBride, \$4). This is similar in scope and plan to the well-known "Statesman's year book," but gives American data with somewhat greater fullness, especially in section 3, which includes digests of annual reports of the various bureaus and departments at Washington, athletic records, an index of dates, etc.

A smaller work which is modeled upon somewhat the same plan as the "Statesman's year book" is the "International Whitaker, a statistical, historical, geographical and commercial handbook for all nations" (London, Whitaker, 2s.). The information included is detailed and well arranged, and the low price of the book should make it especially useful to the small library which cannot afford a new volume of the "Statesman's year book" each year. The "China year book" (London, Routledge, 10s.), is a well edited work, containing detailed information as to resources, social condition, government, natural resources, etc., of China. Unfortunately most of the work is based on information collected before the outbreak of the recent revolution, but an introductory chapter on the Revolution partly remedies this defect. The second issue of the "Russian year book" (London, Eyre, 10s. 6d.), has been so greatly extended from the first issue of 1911 as to be almost a new book. It is especially full for customs and trade information, including trade reports from all sections of the Russian empire. A new work of a different type is the "Negro year book and annual encyclopedia of the negro" (Nashville, Sunday-school Union Print), a modest work of 215 pages, edited from Tuskegee Institute and containing much useful information on the various aspects, historical, economic, statistical, and legal of its special subject, including full bibliographies.

#### EDUCATION

The educational reference books of the year are important. Volumes 2-3 of Monroe's "Cyclopedia of education" have appeared, carrying that excellent work half way through the letter L (N. Y., Macmillan, \$5 ea.). A new edition, the seventh, of Baird's "Manual of college fraternities" is revised and greatly enlarged (N. Y., College Fraternity Publishing Co., 363 W. 20th st., \$3). A new bibliography and index is the "Monthly record of current educational publications," issued since January, 1912, by the Bureau of Education at Washington. This new list furnishes a valuable survey of foreign publications as well as works in English, including books, government publications, proceedings of societies and periodical literature.



## SCIENCE AND USEFUL ARTS

A useful, popular work, the only one of its kind in the English language, is the "Dictionary of races," issued in 1911, as volume 5 of the Reports of the Immigration Commission, but not generally distributed to libraries until 1912 (Wash., Gov. Pr. Off., 30 c.). Although limited in the main to the treatment of races and peoples which are furnishing the present immigration movement to the United States, the dictionary treats of some 600 subjects and is fairly comprehensive for a large part of the whole field. A new edition, thoroughly revised, of the "Scientific American reference book" was issued in 1912, with the imprint date 1913. Three volumes of the excellent new edition of "Thorpe's Dictionary of applied chemistry" have appeared, carrying the alphabet through the word "oils." A second revised edition of Stedman's "Practical medical dictionary" (N. Y., Wood, \$5) has been published, making this work perhaps the best of the small dictionaries of medical terms. A good small handbook for a different class of technical terms is A. A. Stewart's "Printer's dictionary of technical terms, a handbook of definitions and information about processes of printing" (Boston, School of Printing, North End Union, \$2). A useful dictionary of printers' terms and typographical practices, but not of processes, is Collins, "Authors' and printers' dictionary" (Oxford University Press, 1s.), of which the fourth revised edition was issued in October, 1912.

## LITERATURE

The new reference books on literary topics are principally bibliographies and author dictionaries or concordances. To the series of author dictionaries published by Routledge has been added the "Zola dictionary," by J. G. Patterson (London, Routledge, 8s. 6d.; N. Y., Dutton, \$3). This follows the same general plan as the preceding volumes in the series, but omits chapter references. A new Dickens dictionary is "Who's who in Dickens," by T. A. Fyfe (London, Hodder, 6s), which gives brief descriptions of all main characters in Dickens's own words, but is less comprehensive and detailed than the earlier dictionaries by Philips and Pierce. Two important concordances which have been issued are: McKenzie, "Concordanza della rime di Francesco

Petrarca" (Oxford University Press, 30s.), and Rand and Wilkin, "Concordance to the Latin works of Dante" (Oxford University Press, 30s.). The Petrarch concordance is important both as an excellent piece of work and as the first concordance to Petrarch published, while the new Dante concordance fills in the gap in the existing group of Dante concordances which index only the Italian works. The bibliographies of the year include a third volume (v. 2, pt. 1) of Klusman's supplement to Engelmann's "Bibliotheca scriptorum classicorum," which covers Latin authors, A-L, and a revised edition of the first volume of Lanson's "Manuel bibliographique de la littérature française moderne," which extends the first edition by about forty pages. A new book which is not a reference book in the strict sense of the word, but which is valuable for reference purposes because of its fine bibliographies and its biographic dictionary of French authors, is Wright's "History of French literature" (Oxford University Press, \$3).

## HISTORY

Perhaps the most useful reference book issued during the year for topics in American history is the new, thoroughly revised edition of Channing and Hart, "Guide to the study and reading of American history" (Boston, Ginn, \$2.50). This new edition extends the period covered from 1865 to 1910, enlarges the sections on social, economic and industrial history, includes a new set of references on the history of the West, and, in general, replaces old or superseded references by bibliographies of new or more accessible material. Two new titles added to the *Archives Series* which is being issued by the Carnegie Institution are: Learned, M. D., "Guide to the manuscript materials relating to American history in the German state archives" (Washington, Carnegie Inst., publ. no. 150, \$2.25), and Andrews, C. M., "Guide to the materials for American history to 1783 in the Public Record Office of Great Britain, volume 1, State papers" (Washington, Carnegie Inst., publ. no. 90a, \$2.50). A union list which should prove of great value for inter-library loans is the "Union list of collections on European history in American libraries," edited for the American Historical Association by Dr. E. C. Richardson, of which two preliminary editions, a "proof edition" and a "trial edition," have ap-

peared during the year. This work indicates the libraries which possess complete or partial sets of some 2000 historical collections, but, unfortunately, does not indicate exact volumes in the case of libraries possessing partial sets. In German history the important new publication has been the eighth edition, revised and much enlarged, of the Dahlmann-Waitz "Quellenkunde der deutschen geschichte," which contains nearly 3000 more titles than the previous edition (Leipzig, Koehler, 31m.). For the bibliography of French history there is a new volume, part 2, volume 3, in the Molinier-Hauser "Sources de l'histoire de France," entitled "Les guerres de religion," 1559-1589 (Paris, Picard, 12fr.).

## GEOGRAPHY

The two important atlases of the year have been the long-expected new edition of the Rand, McNally "Library atlas of the world" (Chicago, Rand, McNally, \$25, 2 v.), and an entirely new work, the "Cambridge atlas of modern history" (Cambridge University Press, \$6.50). The Rand, McNally atlas follows in general the plan of earlier editions, but the new maps and population figures are based on the recent census, the indexes are extended, and some new features, notably a list of all electric railroads in the United States and in each state, are introduced. The "Cambridge atlas of modern history," which is useful both as an independent atlas and as a part of the "Cambridge modern history," of which it forms the final volume, is an excellent piece of work, containing 141 maps showing the territorial changes in Europe from the 15th century to 1910. Every place name mentioned in the Cambridge modern history is said to be included in the maps and there are full indexes to all such names. The coloring of the maps is not always entirely clear and the size is too small, as the atlas is an octavo like the rest of the volumes of the set. A new map catalog of value which has been issued by the Map division of the Library of Congress is the "Lowery collection, a descriptive list of maps of the Spanish possessions within the present limits of the United States, 1502-1820" (Washington, Gov. Pr. Off.). This describes 750 maps, of which 306 are in the Lowery collection, 206 not in that collection but in the Library of Congress, and 184 in neither one nor the other.

## BIOGRAPHY

The most important biographical reference book of the year is undoubtedly the new supplement to the English "Dictionary of national biography" (3 v., London, Smith Elder & Co., 15s. ea.; N. Y., Macmillan, \$4.25 ea.), which brings the main work to date by supplying biographies of some 1660 noteworthy persons who died between Jan. 22, 1901, and Dec. 31, 1911. The general plan of the main work is followed and its high standard of excellence of both biographies and bibliographies is maintained. Supplements or additional volumes to several other standard sets have been published. A new volume (vol. 5), of Boase, "Modern English biography," covers the letters D-K, supplying names omitted from that part of the alphabet in the main work (Truro, Netherton, 30s.). The "Allgemeine deutsche biographie" has been completed by the publication of volume 56, an index volume, which supplies a single alphabetical key to the four alphabets of the set (Munich, Duncker). A second volume of the "Nieuw nederlandsch biografisch woordenboek," by P. C. Molhuysen and P. J. Blok, has appeared, following volume 1, which was issued in 1911 (Leiden, Sythoff, 10fl. ea.). The new volume follows the plan announced for the whole work, that is, a complete alphabet in each volume with a cumulative index at the end of each new volume to link it to earlier volumes of the set. The articles in this new dictionary of national biography are concise and competent and the biographies good. An entirely new work is the "Cyclopedia of American medical biography, 1610-1910," by H. A. Kelly (Philadelphia, Saunders, 2 v., \$10 ea.), which contains adequate articles and good bibliographies, though its selection of names to be included shows some unfortunate omissions.

There have been several important additions to the group of reference books for contemporary biography, counting both new editions of established works and entirely new titles. To the former class belong the new edition of "Who's who in America, 1912-13" (seventh biennial volume, Chicago, Marquis, \$5); and the second edition of Morgan's "Canadian men and women of the time," much enlarged and entirely rewritten from the first edition of 1898 (Toronto, Briggs, \$5). New titles in the "Who's who" class which promise to be of

value are: "Who's who in science (international), 1912," a comprehensive list of scientists of all countries, with short biographies which are generally adequate and a brief index by large subjects at the end; "Who's who in the theatre, a biographical record of the contemporary stage," compiled by John Parker (London, Pitman, 6s.), which includes names of dramatists, stage managers, and dramatic critics as well as actors and actresses; a Danish Who's who, "Kraak's blaa bog" (Copenhagen, Krak, 12 kr.), which is now in its third year of issue and is a well made work, including many names often very difficult to find in more general biographies; and two books of this class for the Far East, "Who's who in Japan, 1912" (Tokyo, Who's Who in Japan Office; London, Frame & Co.), and "Who's who in India, 1911" (Lucknow, Newul Kistore Press), the latter an ambitious volume with some long biographies and portraits. Its general arrangement is geographical, by states of the Indian empire, with an alphabetical index of personal names.

#### PUBLIC DOCUMENTS

Several important catalogs of government documents have appeared. Part 1 of the long-expected third edition of the "Check list of U. S. public documents, 1789-1909" was published with the imprint date 1911, but not generally distributed to libraries until 1912. This first volume covers Congressional documents from the first through the 60th Congress, and departmental publications to the end of 1909. As far as the tables are concerned the new check list quite supersedes the preliminary "Tables and index" issued in 1902, but as the index is to appear in volume 2, which is not yet issued, the earlier work must still be used for a subject approach to the Congressional set. A new volume, no. 9, of the "Document catalogue," covering documents of the 60th Congress, and departmental publications, July, 1907-June, 1909, has appeared. Among foreign works should be mentioned the "Catalogue of parliamentary papers, 1901-1910" (London, King, 5s.), a supplement to the "Catalogue of parliamentary papers, 1801-1900," which, though less useful than the annual indexes to the Parliamentary papers, serves a purpose in listing the most

important documents of the period covered, especially as the regular decennial index for that period, although in preparation, has not yet been issued. Another state has been included in A. R. Hasse's "Index of economic material in the documents of the states" by the publication of the section on Ohio, 1789-1904, which fills two large volumes and makes the most extended piece of indexing in this fine series (Washington, Carnegie Institution, 2 v., \$14).

#### BIBLIOGRAPHY

The new reference books worth mentioning in the subject of bibliography are perhaps more numerous than in any other field. Two bibliographies of bibliography should be noted. R. A. Peddie's "National bibliographies: a descriptive catalog of the works which register the books published in each country" (London, Grafton & Co., 34 p., 5s.), gives brief titles with some annotations of the national bibliographies of 49 countries. Though a useful work and more comprehensive than any previous list of the sort, it is not perfect, as the omission of any mention of the "United States catalogue" and the "Cumulative book index" indicates. A third volume of Courtney's useful "Register of national bibliography" presents a subject record of some 10,000 bibliographies, principally such as have appeared since the compilation of volumes 1 and 2 (London, Constable, 15s.). The most important addition of the class of national and trade bibliography has been the monumental third edition of the "United States catalogue" (Minneapolis, Wilson, \$36), which lists American books in print in 1912. A seventh volume of Evans' "American bibliography" has appeared, completing the record of early American publications as far as the year 1789. A useful tool to the puzzled user of the various national bibliographies is F. K. Walter's "Abbreviations and technical terms used in book catalogues" (Boston Book Co., 167 p. \$1.50), which explains the bibliographic terms used in nine languages—English, French, German, Danish-Norwegian, Dutch, Italian, Latin, Spanish and Swedish. A useful handbook of a different type, indispensable to the bibliographer or cataloger of mediæval manuscripts and early printed books is Cappelli's "Lexicon abbreviatorum," of which a second edition,

revised and enlarged, has appeared during the year (Milan, Hoepli, l. 8.50). A new publication which promises to be of use to the order department of a large library is the "Répertoire international de la libraries . . . International directory of the book trade" (Berne, Congrès international des éditeurs). The title-page and explanatory notes are in three languages, and the work lists addresses and specialties of book dealers all over the world.

#### BOOK SELECTION

Several good guides for book selection have been published. The long-expected supplement to the "A. L. A. catalog" brings that work to date and adds some 3000 new titles to the 8000 included in the main catalog (Chic., A. L. A. Pub. Board, \$1.50). The second part of the new edition of Sonnenschein's "Best books" has been issued, covering the important classes of the social sciences—geography, ethnology, travel and topography. A new guide intended more for the individual reader than for the librarian, is "Books that count, a manual of standard books," edited by W. Forbes Grey (London, Black, 6s.). This little work gives titles and annotations for some 5000 English works, or English translations of foreign works, which "present concisely the general aspect of a subject and are modern, accessible and inexpensive."

#### LIBRARIES

Several handbooks of information about libraries promise to be of use. The "American library annual," of which volume 1, 1911, was issued during the year, differs from its predecessor, the "Annual library index," in omitting the index to periodicals, which was the leading feature of the earlier series, and including instead an enlarged index of dates and certain new features, e.g., schedules of periodicals and organizations in the library and book-trade fields, a list of leading foreign libraries, and a directory of publishers with statistics of books issued by them (N. Y., R. R. Bowker Co., \$5). "Library work cumulated, 1905-1911," (Minneapolis, Wilson, \$4), furnishes an index in one alphabet to the professional periodical literature of six years, superseding the quarterly issues of "Library work" for that period. Bulletin 23 of the Bureau of Education, a report on "Special collections in libraries in the U. S.," by W. Dawson Johnston and Isadore G. Mudge, lists such collections by subject and furnishes information on library specialization which should prove of use as a guide for research work or inter-library loans. For French libraries the revised "Annuaire des bibliothèques et des archives," publication of which had been suspended since 1908, furnishes the usual official and statistical data, and in addition gives valuable bibliographical lists of catalogs and other publications.

### THE PUBLIC LIBRARY AND PUBLICITY IN MUNICIPAL AFFAIRS\*

By JOHN COTTON DANA, *Newark Public Library*

ON this subject I have no theories to advance, save this very general one, to which I assume all librarians give assent:

"The librarian of a public library is that servant of the community who has in charge sources of information—books and journals of utility—as well as works of art in the form of books of literature. These sources of information should be such as furnish facts about the town or city which supports the library; not its history only, by any means, but present-day facts on subjects like character of population, industries, educational facilities, water supply and sanitary conditions. The books and journals of facts should

include also statements from experts on problems of town development, like those of paving, street layout, policing, fire protection, improvement of water supply and extension of educational facilities."

If the theory thus briefly stated is sound, then every public library should have been a bureau of municipal information and municipal research and a general storehouse of civic knowledge long before the so-called municipal library was ever mentioned. So much for what librarians should have done and did not do.

#### THE CLASSICS AND CITIZENSHIP

Perhaps one of the most difficult problems Americans are facing to-day is that of how to manage towns and cities. There is no

\* Paper read before the New York Library Club March 13, 1913.

short-cut to the solution of this problem. New methods of election, new forms of ballot, new kinds of primaries, commission government—these alleged remedies are not remedies at all. The only sure cure for social inefficiency is increase of intelligence and good will.

A city's public library tries to help this much-needed growth of intelligence and good will. Librarians have usually taken on faith the doctrine that to read the world's great books is to grow in grace and social excellence, and have been satisfied if, through their activities, they increased in their respective communities the amount of use made of good literature. Special emphasis has been placed by them on the salutary effect on the American people of acquaintance with the world's classics. Now, I am skeptical of the value of acquaintance with the classics as an education in good citizenship or as an incentive thereto. I believe there is more inspiration to civic decency for a child in the story of how his community gets a supply of pure water than there is in the best fairy tale ever devised or the noblest Teutonic myth ever born.

A child can be taught to worship, in a measure, the heroes of another country and another time; but that worship will not lead him to refrain from sweeping the dirt from the sidewalk in front of his tenement into the street gutter. After imitation and habit—and he finds in most American cities few to imitate and still fewer to help him to good habits in civic cleanliness—the strongest impulse to consider his city's good looks and general well-being is knowledge of the why and wherefore of affairs, like sidewalks, streets, gutters and the cost of street cleaning.

Good will toward the community and the wish to serve it are born of acquaintance with it, just as affection for one's friends and a desire to help them are born of close intimacy.

#### THE NEWARK PUBLICITY PLAN

Basing our work on this theory, we have in Newark been able, largely through the influence of the public library, to put to the front a very elaborately conceived and elaborately equipped enterprise for publicity in municipal affairs.

The method was as follows: Beginning ten

years ago, the library accumulated municipal information. This information, if not already in suitable form for young people's use, it digested and arranged and simplified and issued on sheets for general use, and especially for the use of children. With the help of teachers, an interest in this information was aroused among many of the school pupils. Municipal affairs were used as topics for study, essay and discussion.

This work went on for several years, increasing slowly in extent all the time. Finally it took definite shape at the hands of the educational authorities. There was then published, in 1912, a "Course of study on the city of Newark," for use in all the schools of the city, from the first to the eighth grade, written by Mr. J. Wilmer Kennedy, assistant superintendent of public schools. This was the first complete thing of its kind, so far as my knowledge goes, in the history of public education. Accompanying the "Course" itself, were many supplementary leaflets and appropriate maps.

We look upon this as the most valuable contribution to publicity in municipal affairs that the Newark Library has had anything to do with. Only time will tell whether, being pushed in the schools, it will produce the effect hoped for.

If it is successful, all future generations of Newarkers will, in their very childhood, begin to learn their city; will know how it has grown, why it has grown as it has, what it has accomplished, in what it has failed, what it needs, and how the things it needs can best be obtained. Being thus informed, they will not only vote intelligently once a year, but will also act intelligently, and with some affection for the city, on every one of the 364 days between elections.

The titles of the topics in this course of study and of the accompanying leaflets will help one to understand its scope and character. A few of them are: Literary landmarks of Newark, Men and women of Newark, Juvenile courts, shade trees and parks, Noise in cities, Transportation, Milk supply, Playgrounds.

#### THE BUSINESS BRANCH

A somewhat different form of publicity in public and quasi-public affairs has been carried on for several years in our main library,



but more especially in what we call our Business Branch. At this branch we not only keep on hand the kinds of information and the kinds of literature that we are using in our campaign for the promotion of city interest among young people; we have also collected there a large mass of material having to do with what may be called the private interests of Newark citizens, their business affairs.

On the municipal or governmental side, we include the publications of the city of Newark, the county of Essex and the state of New Jersey, the publications of a good many other cities on those subjects in which Newark is just now particularly interested, and many publications of state and national governments. Maps of all kinds supplement this material, especially maps of Newark and Essex county, showing highways, trolley lines, water supply, sewage equipment, fire stations, police stations, schools, voting districts and scores of other things.

A vertical file contains newspaper clippings, pamphlets, programs, reports from special departments and societies, on hundreds of civic, social and school subjects. This material furnishes definite information about ordinances, departmental organization and general city conditions. All statements are accompanied with references to sources.

Our periodical files give us advertisements of public contracts, county court calendar, building permits, new incorporations, conventions to be held in Newark, quotations of local securities, bankruptcies, sheriff's sales, real estate transfers and mortgages, excise licenses, automobile licenses and bank statements. We have ten real estate atlases covering Newark, New York and vicinity.

With this material we have gathered, as I have said, things of interest to men who are engaged in business of every kind. We collect business literature, finding its field, I am sorry to say, almost unexplored by any library agencies whatever.

We made quite a careful study of industrial Newark. We sent circular letters on the follow-up system to about 2000 of the city's manufacturers. We were able from these replies, to make quite a complete index to Newark's industries.

On the work of discovering and purchasing and arranging for use this municipal and general city improvement literature and this

business material, the library spent a very considerable sum. The use made of it has amply justified the expenditure.

From the point of view of what one may call literary efficiency, it can be said that this kind of literature is much more effective than is the "literature of the student," so-called. I mean material on the outer margin of the field of belles-lettres, like volumes of comments on Dante or Shakespeare.

To explain further: If one speaks of "resources for students" in American libraries, you think at once of history, literature, philology, philosophy, art, archaeology, science and applied arts, and the mental picture is of long sets of proceedings of societies and of rare and ancient volumes. Slowly, with some reluctance, and only after vigorous suggestion, does one think of a "student" as one who is busied with yesterday's books and this morning's journals and the advance sheets of pamphlets not yet issued. As all admit that libraries should be helpful to students, and as students are not easily conceived of in terms of newspaper clippings and yesterday's journals and this morning's pamphlets and of directories of commerce and the trades, it is not strange that librarians have been slow in spending money and labor on these things.

#### "THE NEWARKER"

Our civic and business material has been fairly well used. We feel sure it would be used more if it were more widely known. The trustees finally decided, at my suggestion, to try to promote knowledge of the things the library possesses which are especially useful to our citizens by the publication of a journal. As this journal was to appear in an industrial city, and as it was to exploit civic and industrial sources of information, it was decided to make it the opposite of academic—to devote its pages largely to civic and industrial news and the discussion of city problems. It was hoped that in this way it would win gradually a fairly wide range of readers, and that those readers, noting that their public library publishes a journal full of municipal and business news, would come to realize that the library possesses this kind of news—and then would be induced to use it.

It was not supposed that our journal, now fifteen months old, would make any notable contributions to the literature either of busi-

ness or of city government. It continues, on the one hand, the kind of work already spoken of which led to the establishment of the course of study on Newark in the schools, and on the other hand, the kind of work that led to the accumulation of our large mass of Newark business information. Its basic purpose is always to advertise the library to the citizens. It is a new thing, quite new. The question of what information it shall give and what subjects it shall discuss is a difficult one, to be met afresh every month.

It has been, on the side of subscriptions, moderately successful only. The number of copies usually printed is 1500. It has distributed 2000, 3000 and 6500 on specific occasions.

One cannot say positively that it is doing the work that it was hoped it might do; but we believe that it is.

I notice a decidedly "literary" tendency among librarians, and a very natural tendency it is. When reference is made, in conversation or in public meetings, to the business side of life and the library's relation to it, some eager friend of culture usually goes through the appropriate incantations, calls up the ghosts of the classics, and, in their name, exhorts his fellows not to forget that, after all, the world is made good by doing good, and that the soul is more than bread and butter, and that "the light that never was on sea or land" is more important than a good supply, at a fair price, of electric current.

I have no particular objections to this method of justifying one's conservation, of making still more comfortable one's comfortable adjustment to things as they are. I will say, however, that I would be very sorry if I missed, in a discussion of this or of any similar presentation of the utilitarian work which awaits all librarians in public libraries, allusions to spirituality, vitality, culture, breadth, literature of power, and other things familiar to those who deal in flap-doodle.

#### THE BROOKLYN LIBRARY TRAINING CLASS

THE Training Class of the Brooklyn Public Library has this year entered upon a new phase of its existence. By mutual agreement, and, we hope, for the mutual benefit of the two parties concerned, the Brooklyn Public Library allows the Training Class to serve as the practice school for the normal course

offered by the Pratt Institute School of Library Science, and the Pratt Institute School, in turn, holds itself responsible for the theoretical instruction and training of the members of the Training Class. The first class under this arrangement has just completed the period of instruction.

The course of preparation is seven months in length. For many reasons it was thought best to draw a sharp line of division between the instruction or class work, and the practical work in the branches, the first four months being devoted entirely to instruction, and the following three to branch work. By this plan, the apprentices work at greater advantage, as they do not have to turn constantly from one kind of work to another; and, moreover, they begin their branch work with a fair knowledge of library tools and library methods, and an appreciation of the policy and spirit of library work to-day.

From the start they have been put on full library time of forty-two hours a week. On three days in the week—Mondays, Wednesdays and Fridays—they have met at the Pacific Branch Library for class work. On the intervening days they have been scheduled at certain selected branches, where they studied and prepared their lessons, looked up answers to reference questions and did required reading. On class days, the hours were from nine to one, and from two to six. On Tuesdays and Thursdays, the hours were from nine to one, and from two to five; on Saturdays, from nine to one, thus giving a weekly half-holiday. At the branches they were required to sign time sheets, as a regular staff assistant is.

On the class days, lectures and recitations have been, so far as possible, confined to the morning. There have been usually four lecture periods, of fifty minutes each, with a ten-minute intermission for rest and relaxation, thorough airing of the room, etc. The schedule has been planned to vary the class work and prevent two class periods of the same nature coming together on the program. A recitation and quiz on assigned work has been followed by a lecture with note-taking; this, in turn, has been followed by reports and discussions; and this, again, by another lecture. To these two things—the regular intermission and the variation of the schedule—I attribute the fact that has been commented upon by visiting librarians, that the students seemed as fresh and alert and interested at the end of the morning as they were to begin with. Moreover, there has not been a single case of illness, although the work has pushed the students pretty hard, and the weather has been unseasonable and trying. The afternoons have been given to such work as classification and cataloging, where it seemed necessary to have the students work on the same sort of books. This work would not have been possible at the separate, assigned branches.

The course of instruction—the subjects included, the number of lectures in each subject

and its plan of development, the general trend of the whole course—was carefully worked out upon a basis of suggestions made by the librarian and heads of departments of the Brooklyn Public Library. All instruction in definite, practical details of library work was omitted, as this was thought to belong properly to the second part of the course. It was the expressed wish of the library staff that this four-months' instruction period should give the apprentices familiarity with the resources of a branch library, a practiced use of its reference collection, as wide a knowledge as possible of books and magazine literature, some idea of the extent of the library movement and the present aims of a public library work, and a thorough knowledge of the Brooklyn Public Library system. To what extent the wish has been fulfilled, this report will attempt to show.

The course, as finally approved by Dr. Hill, is as follows:

Bibliography .....	26 lectures
Classification .....	25 lectures
Branch work .....	23 lectures
Reference work .....	20 lectures
Cataloging .....	25 lectures
Work with children .....	16 lectures
History of libraries .....	11 lectures
Current topics .....	15 periods

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Underlying all the teaching has been the hope to accomplish three things:

First.—To foster and develop a personal love of books and reading.

Second.—To arouse a real interest in library work, especially the type of work done in a branch library.

Third.—To strengthen those qualities most desirable in library assistants, and develop the individual personality of each student.

The necessity of personal reading was urged continually, and especial emphasis was laid upon it in the lecture on loan work and personal aid to readers. Discussions on individual books were introduced at any point when the interest seemed to warrant it, interesting books were constantly referred to, and many incidents connected with individual books related to attract attention to the books. Such methods, more of the nature of suggestion than anything else, seem to have met with a certain amount of success.

The students were asked to hand in lists of the books they had read, for pleasure and outside of the work, during the four months of the training course. It was thought that these lists might show how much time was available for reading.

The lists varied greatly, but were most interesting to examine, and are evidence not only of the desire to read, but also of the power of suggestion.

The students have had heavy required reading. They read Davenport's "The book," Larned's "Books, culture and character," Bostwick's "American public library," Bliss Carman's "Making of a personality." They

read two children's books each week, and were referred to many magazine articles in connection with individual lectures.

In length, the lists varied from two to nine books, averaging six. The longer lists contained the larger proportion of fiction, as one might expect, but the fiction was generally good. There were very few books that could be classed as mediocre. In general, they seemed to have followed a suggestion that it was wise for a loan desk assistant to read a representative book of as many authors as possible, because it gave the assistant as many points of contact with readers.

Interest in library work has been developed largely through the courses in branch work and history of libraries, and through outside visits. Three visits were made: to the headquarters building, to the traveling libraries department, and to the publishers' exhibit in New York City.

The students were invited to attend the lectures by visiting librarians at Pratt Institute; and also attended the November meeting of the Long Island Library Club, where they heard Mr. Legler speak.

So far as possible, the personal, human side of a subject has been presented in all the work.

The spirit of work has been good, the required reading has been done thoughtfully, and there has seemed to be evidence of genuine interest on the part of the students.

JULIA A. HOPKINS,

*Instructor in Charge of the Normal Course,  
Pratt Institute School of Library Science.*

## NEW YORK STATE SCHOOL LIBRARIES

THE purpose of the School Libraries Division of the New York State Education Department may perhaps be misunderstood by some people. The division has to do solely with school libraries, and does not in any sense conflict with the public libraries; on the contrary, it seeks to work in the utmost harmony with them. We are desirous of having the school library serve as a community library, as well in localities where there is no public library, and toward this end we are working in harmony and accord with the State Library. Its Division of Educational Extension will send a free traveling library of twenty-five volumes to each school district asking for it. We are urging districts to ask for these traveling libraries. There are three reasons for this:

First, it will add to the strength and usefulness of the school library.

Second, it will be of special value where the school library is also a community library.

Third, it will tend to create a public sentiment that may result in a public town library, leaving the school district free to devote all its energies to the upbuilding of the library intended solely for school use.

These traveling libraries are being called for more and more, and we confidently expect to see several thousand of them in the field in the not far distant future.

The work of building up is a slow process. So far, our work has been mainly done in the elementary schools, and has largely concerned itself with making a better selection of books. Very few books, if any, that are in themselves objectionable have found their way into the school libraries. This has been pretty carefully looked after. However, it has often happened that the books selected have not been those that were most useful for the particular school that was to use them. The books purchased might be largely for pupils of the seventh or eighth grades when there were no pupils in the school above the sixth grade. This often happened. To obviate this, we required a statement of the number of pupils in each grade, but this only partially solved the problem. We could, of course, decline to approve books suitable for pupils of a grade of which there were none in the school, but then came up the question of seeing that the pupils of each grade secured a fair share of attention. Here we were at a loss, because we did not know what books were already in the library, the Capitol fire having destroyed all our records. It seemed too much to ask that a list of books in the library be sent us from each of the 10,000 school districts in the state, and if we had them a comparison of all lists with the lists of books already in the library would be a pretty onerous task. Clearly some new scheme must be devised.

On the first of January, 1912, a new system of supervision of schools went into effect in our state. Two hundred and seven district superintendents were elected; each one has the supervision of about 50 teachers. These officers have supervision of all the schools of the state except those in the cities and villages of 5000 inhabitants or more which each employ a superintendent. These district superintendents are elected for five years. They are required to give all their time to school work, and certain educational qualifications are demanded of them. This change in our system gave us a new opportunity. After mature consideration, it has been ordered that no requisition for funds toward the purchase of books by a school trustee will be approved unless the district superintendent certifies that in his judgment the books selected are adapted for use in the particular school for which they are purchased. It may not be known that in New York the trustee may order books for his school library each year to the amount of \$40 or more, the amount being determined by the number of teachers employed and the grade of the school, and that the state will meet half the expense if the books selected are approved by the School Libraries Division.

We feel that we have this particular phase

of the library in pretty fair shape, but, of course, the great problem is not getting the books of the right kind, but insuring their proper use. Here we are still weak. Teachers do not know how to do this work, because it has not heretofore been demanded of them. They have had but little opportunity to prepare themselves. Our normal schools, in their regular courses, have done but little, and our training classes have done nothing at all. It is because they have not been asked to do so. There has been no demand for such work.

The following unsolved problems are still before us:

1. To provide in all our professional schools for teachers such a course as will fit them to look after the training of the children in the way of developing a taste for good literature as thoroughly as they are trained to do the other work of the school.

2. Some kind of efficient supervision of the work done in this particular in the rural schools, and some help given them through teachers' meetings, or the visitation of their schools, or both. Possibly this may ultimately be done by the district superintendents, but at present they have had no special training for this work.

3. The appointment of trained school librarians for all high schools in cities and villages, who will give their entire time to library work.

There are no insurmountable difficulties in the way of the solution of these problems, and we are confident of success at an early date.

SHERWIN WILLIAMS,

*Chief School Library Division, Education  
Dept., N. Y. State L.*

#### A LIBRARY COURSE FOR NORMAL SCHOOLS

REPORT OF THE LIBRARY SECTION OF THE N. E. A.  
JUNE, 1912

WHAT piece of work will contribute most to the normal school libraries of the country? This was the first question to be considered by the normal school committee. In order to answer the question, it was necessary to know, first, something of the present needs and conditions of normal school libraries, and, second, what has been contributed by former library sessions of the N. E. A.

Two or three investigations have been made, none of them very thorough or exhaustive, of normal school library conditions over the country. The results have not been published, except as they have appeared in a general way in papers and before the N. E. A. But the investigations have shown something of the tremendous awakening of interest in the subject since the first report on the introduction of library administration into normal schools, made by Miss Baldwin for the N. E. A. in 1906.



In the very beginnings of normal school library awakening, about ten years ago, there were two or three pioneer librarians trying to introduce library instruction into the normal schools. Since then, one or more schools in practically every state in the country are doing something to teach students the use of books and the library. Inquiries from schools contemplating library courses have come from all parts of the country to the few schools giving courses. For the last five years, requests have been very great for printed outlines of the courses given. Because of this great demand for a printed course of study, the committee decided upon outlining a suggestive library course for normal schools as its piece of work for the year.

This outline does not take the place of previous courses that have been printed. Some excellent handbooks have been prepared that are valuable for use in the technical side of the work, among them Miss Salisbury's, of the Whitewater Normal School, Wis., and Miss Baldwin's prepared for the N. E. A. Mr. Ward's handbook, "Practical use of books and libraries," and the Newark Public Library "Course of study in the use of a library," are admirable guides in teaching the use of a library and of reference books. But there is as yet no handbook that outlines a course of lessons on children's literature, or a course of library lessons for children. The library instruction needs of the normal school student are different from those of the high school or college student. The high school, college and normal school student all need preliminary library instruction in how to use books and how to use the library. In addition to this, every normal school student needs to know children's books and how to teach library lessons to children. A few normal students, who elect such a course, should have technical instruction that will prepare them to organize and administer a small school library.

The course submitted by this committee outlines in brief the library instruction that should be required of every normal school student, and suggests, in addition, the technical course to prepare students to take charge of small school libraries. The suggested course, in fuller form, with assignments, reading lists, and methods of giving the lessons, is in separate form and is being prepared for printing in pamphlet form for the use of school librarians and teachers.

#### COURSES IN LIBRARY INSTRUCTION FOR NORMAL SCHOOLS

##### *General course required of every graduate*

The aims of this course are:

a. To make new students at home in the library by teaching them to find what they need without waste of time, and to use the reference books and keys of the library intelligently.

b. To acquaint graduating students with the best books for supplementary and outside reading in the grades, that they may be prepared to select the books for a school library and to direct the reading of children.

c. To prepare students to teach children in the grades how to use books and the library.

##### *1. Ten or more lessons for new students on the use of the library:*

1. Arrangement of the library; explanation of the decimal classification, call numbers of books, location of different classes of books, pamphlets, picture collection, etc.

2. Use of the card catalog.

3. Use of periodical indexes.

4. Use of bibliographies, such as Buffalo Public Library subject index; Salisbury, index to short stories; Granger, index to poetry, etc.

5. Intelligent use of a book; title page, preface, index, table of contents.

6. Use of general reference books; dictionaries, encyclopedias, gazetteers, year-books, etc.

The entering class may be divided into sections containing 15 or 20 students, and the lessons given to small groups of new students conducted through the library or seated around a table for explanations. The lessons should be made practical laboratory exercises. For example, in the lesson on the card catalog, all the trays from the catalog can be placed on the table, and after general explanation of the cards, each student may find in his own tray an example of the different kinds of cards, in answer to questions previously made out for this tray. This is an example of such a set of questions prepared for the drawer containing the letters P-R:

How many books has the library by Edgar Allan Poe?

Is there a life of Poe in the library?

Who is the author, and what is the call number of the "Passing of Thomas"?

Find two books about Robin Hood.

Find two books containing chapters about Robin Hood.

What bound volumes has the library of the Pedagogical Seminary?

How many books has the library of the Picturesque Geographical Readers?

Under what other subjects would you find books related to physical education?

Give the number of volumes, publisher, and date of publication of Roosevelt's "Winning of the west," and is it illustrated?

As a practical review at the end of this course, a topic for research may be assigned, so that the students may learn to exhaust the resources of the library in both books and periodical literature on their particular subjects. The topics assigned can be chosen from those used by the method and critic teachers in their regular work, such as: Booker T. Washington, Christmas, Lumbering, New York city, Silk industry.



These reading lists, when completed, may be put on file in the library for the future use of teachers and the librarian in looking for material on these subjects. The student learns from such a problem how and where to look for material on any subject, and how to save time by using all kinds of indexes as shortcuts and aids. After looking up material on one subject, he should feel at home in the library and be able to find for himself material for debates, or for special research topics in method classes.

## II. Ten or more lessons for the graduating class:

1. Helps in the selection of books for the school library; discussion of some of the best classified and graded lists of children's books, e.g., Buffalo classroom libraries, Miss Hewins' "Books for children."

2. Principles to guide in the selection of books for children: Collections of poetry, nature books, fairy tales, fiction, picture books, biography and travel, history, etc. Some of the best books in each class should be discussed and compared with some cheap, worthless examples, and a standard thus gained in the selection of books. For example, in picture books, some exquisite editions, illustrated by real children's artists, such as Howard Pyle, Walter Crane and Jessie Wilcox Smith, can be shown in class, and the work of these illustrators compared with some cheap imitations and with picture books of the Sunday supplement type.

3. Lessons to give children on the use of books: Use of dictionary, index, table of contents, catalog, treatment of books, etc.

4. Pictures for school work. Sources for obtaining pictures, classification, arrangement and indexing.

5. Coöperation of teachers with the public library.

6. Library helps the teachers may obtain from the state.

Students should read several children's books and make reports of different kinds upon them. One report may be from the point of view of the teacher, giving the literary estimate of the book and its use in school work. The following outline may be used as a suggestion for reports of this kind:

### I. Kind of book.

Fairy story, myth, hero story, nature or animal story, book of travel, history, or biography.

If a story, is it about home life, school life, sea, war, adventure, etc.

### II. Literary merit of the book.

Plot: Is it loose, simple, complex, involved, impossible, overdrawn, etc.

Characters: Wholesome, natural, well-bred, too good, morbid, lifelike, well-drawn, etc.

Motive or theme: Human sympathy, moral courage, valor, friendship, character building, commonplace, etc.

Style: Is the English correct, pure, slangy, babyish, in dialect; language figurative, conversational; vocabulary simple, stimulating

### III. Use of the book.

Adapted to what age; most interesting to boys or girls; for children's outside reading, supplementary reading in school, for story telling, reading aloud, dramatization, intensive study.

### IV. Physical make-up of the book.

Binding, paper, type, index, illustrations.

### V. Estimate of the book.

Another kind of report may be made for the purpose of introducing the child to the book and making him wish to read it. Book reports of both kinds should be given in class, and the students should also observe book talks given to the children in the grades of the training school.

The students should also give practice lessons to the children, or see such lessons given. In the first three grades, library lessons may be given on how to care for books, and how to open a new book. Beginning with the fourth grade, lessons may be given on the arrangement of books, call-numbers, the use of the catalog, the dictionary, and the use of the title page, index and table of contents. The 7th and 8th grades and the first two years of high school should have lessons on reference books and periodical indexes.

In addition to these library lessons, the reading interest of the children may be aroused and directed by means of a library period each week. Student teachers should always be present at these periods in the library and help the children to find books.

### III. Course for teacher-librarians.

This is an elective course of two years, open to ten or fifteen students. The minimum requirement for entrance should be a high school course, including four years of English. The aim of this course is to prepare teachers to direct the reading of children in the grades, to give lessons in the grades and high school on the use of books and the library, and to administer a small school library in addition to some teaching of high school English or history. A graduate from this course should receive a teacher's license, and is not fitted to fill a public library position.

This course gives one period a day during the two years to library instruction or practical work. It includes instruction and practice in cataloging, classification and all the technical processes of library work, a course in children's literature, and practice teaching of library lessons in the grades and high school.

### THE PHILADELPHIA PEDAGOGICAL LIBRARY AND THE PUBLIC SCHOOLS

If you are to understand the relation of the Pedagogical Library to the public schools, I must begin at the foundation of the entire public school system—the Department of Superintendence—which consists of the superintendent of schools, the associate superintendents, each one of whom is in charge of a special phase or phases of educational activity; the directors of drawing, music, kindergarten, domestic science, physical training, and the district superintendents who are responsible to the superintendent, each for the schools of a particular section of the city, each section presenting in addition to its common problems the social problems peculiar to its geographic and industrial environment. The men and women of the Department of Superintendence not only lead the advanced thought of our own community, but to a large degree, by their original investigation, psychological studies, and collections of statistical data, influence educational progress throughout the country. Such a valuable compilation as Dr. John P. Garber's "Current educational activities," published annually, is made possible only by a collection such as the Pedagogical Library affords.

The experience of other communities is also given careful consideration, and for this purpose we have collected federal, state and city educational and industrial statistics, reports and newly enacted laws; reports and monographs of the various educational associations and "foundations"; city school curricula, as well as a large collection of pamphlet literature.

Every day come periodicals with articles bearing directly on school problems—articles on School hygiene, Instruction in morals, Open-air schools, Scientifically constructed furniture, Floor oils, Quiet zones, Standardization of reports, Measurements of educational efficiency, etc., all of which are immediately brought to the notice of the superintendent or director interested especially in that field of activity.

From the foregoing you will see that its reference feature alone would justify the existence of a library such as ours.

And now let us consider the relation of the Pedagogical Library directly with the schools. You will ask, how can a library tucked away on the sixth floor of the City Hall, a library consisting of one room in which are also the offices of five members of the Department of Superintendence, a library fitted up by the City Fathers with closed cases bearing locks of such peculiarly sensitive and contrary nature that they open only to the practiced hand—how can a library so situated and with a force insufficient to make the personal tie a verity—how can it bear a useful relation to our active, busy schools? I put that question to myself continually during the school year,

and I answer it, in part, by getting our resources to the time-pressed teacher *with the least possible formality and delay.*

Though the Pedagogical Library is surrounded by municipal bureaus with their attendant red tape, any one who says that he or she is a Philadelphia teacher, a high school pupil, a student of the Department of Pedagogy of the University of Pennsylvania, a candidate for examination by the Board of Education, a member of a Home and School League, of the Public Education Association, any one of these is eligible to use the library without the formality of an application card or a guarantor's certificate. And I rejoice to tell you that in only one case in five years has this privilege been abused. (And in this instance the borrower was introduced by one of the superintendents!)

Every book in the library is accessioned, shelf-listed and cataloged, but contrary to the instruction received in our library school days, it need not have suffered any one of these maladies before starting to run its course of usefulness, although only in cases of real need does a book escape the customary quarantine.

The response to our informal methods has been remarkable. The circulation is increasing steadily and the figures do not begin to tell the story of our growth. Scarcely a book is returned without the explanation that if it is overdue it is because "almost all the other teachers in our school wanted to read it." This is hard on statistics, but it means real usefulness.

While the Pedagogical Library has on its shelves or in circulation the best educational thought on school administration, classroom management and methods of teaching, nowhere is the changed attitude of the schoolmaster more noticeable than in the books he reads. Or I suppose to be correct, one is the result of the other. It is the human side that most strongly appeals. Teachers now make a study of social conditions and their bearing upon childhood. The literature on eugenics, on play, on the immigrant, on the defective and delinquent classes, is in greatest demand. The works of Jane Addams, Jacob Riis and Henry Goddard are the classics of this generation of teachers, as those of Payne, Seeley and Rosenkranz were of the past. Formerly it was the bright, interested pupil who received the lion's share of his instructor's attention; now one occasionally hears the complaint that more provision is made for the backward and troublesome child. Be that as it may, pedagogical literature is rich in studies of the unusual or subnormal child, and none are more vitally interested in the literature of their profession than the so-called special teachers.

Arnold Bennett, Leonard Merrick and Robert Chambers may have their devotees among free library patrons, but I doubt whether even these fascinating writers have more ardent admirers than have William James, Edward

Swift, and the McMurry brothers of Pedagogical Library fame. As the free library patron hurries through the pages of her novel to see whether Reginald really marries the girl, so do our enthusiastic young men and women follow, through the pages of the new-thought pedagogical literature, the absorbing history of the arrested development of Adenoid Jim, or the psychological rebound of Hitherto-dull, but now Inspired-Through-Manual-Training-Tommy. So much for the rank and file.

I wonder whether any one who is not connected with the public school system realizes what it means to be the principal of one of our 40-division schools, with its complex organism, requiring as much administrative ability as the mayoralty of a small town. Here the principal's diplomatic relations extend to his forty classroom teachers, his large visiting staff of specialists, his nurse, his doctor, his attendance officer, his janitor corps, his 1600 or more children and their fathers, mothers, uncles, aunts and cousins, as well as to the very policeman on the beat. His efficiency in meeting each duty is increased by the broad scholarship to which frequently his university degree gives testimony. To these men and women the Pedagogical Library fills the same need as do the recently created municipal reference libraries to the city governors.

The constant demand for Perry's, Arnold's and Snedden's works on elementary school administration, Johnston's, Sach's, Brown's, and Hollister's studies of secondary education; James's, Thorndike's, Münsterberg's, Kirkpatrick's, and Witmer's psychological contributions—to name but a few—prove this statement.

A copy of the printed catalog of the Pedagogical Library is in every school in Philadelphia, the classified list of 150 professional books issued last spring is in the possession of every teacher. These, with the lists of additions to the library published from time to time in our local educational journal, make it possible for the teacher to select her literature while at school. But printed lists of new books and special bibliographies should be sent regularly to every school, which should also be supplied with a frame or bulletin board upon which the lists could be prominently displayed. While many are availing themselves of our excellent collection, the physical inconveniences are great. The city is large, and a trip to the library after school hours makes the teacher's working day a thing for labor union leaders to weep over. The remedy lies in the moving of the mountain in small sections until it is within reach of every aspiring Mahomet. *Every school should have its small pedagogical library.* This will have its effect not only upon the studious teacher, but upon those who heretofore have not cared to devote too much time to the search for better methods.

ADA F. LIVERIGHT, *Librarian.*

## NEW YORK CITY'S SCHOOL LIBRARIES

At the time the New York City Board of Education began to establish a system of classroom libraries in the elementary schools, ten years ago, Mr. Carnegie had made his famous gift of \$5,000,000 for public library branches, and they were being planned for every section of the city. The educational authorities decided to help this movement by starting special works in training school children to use library books and become library patrons, for they were able to reach in the schools thousands of boys and girls who could be reached in no other way.

On Feb. 15, 1903, a library bureau was opened and a superintendent of libraries appointed to organize the work of supplying every classroom in the city, as far as the funds would allow, with a small collection of children's books suited to the child's capacity in each grade and so attractive that the most indifferent youngster would "take notice."

The books were to be kept for general reference use in the classroom, and were to be drawn and taken home by pupils, at stated times each teacher acting as librarian for her room, assisted by the pupils when practicable. The children were to be encouraged to select for themselves the books they desired to read, and although every effort was to be made to persuade them to use the library, they were no more to be coerced into taking a book than they were to be refused the privilege of doing so as a punishment, the purpose being to interest children in good books and to inculcate in them a love for reading at the most impressionable time of their lives.

The original plan called for the equipment of one school in every two districts with class libraries in all grammar grades, together with a small reference library, properly cataloged. This plan was abandoned, and it was decided to furnish each school in the five boroughs with class libraries as far as the available funds would permit, beginning with the highest grade and working down. Of the 482 schools then in commission, sixty-seven were without library books of any description, 175 schools reported one or more class libraries and the rest general and miscellaneous collections of books. The public school library fund, which at that time had accumulated (during the time of consolidation) to about \$140,000, was apportioned equitably among the elementary schools of the five boroughs, a graded list of books for school libraries was prepared and published, and within a year, according to the superintendent's 1904 report, 7981 class libraries were in operation in the elementary schools, with 246,148 books. In each school a teachers' reference collection was started, and throughout the school system 113,560 volumes were used for this purpose. The entire library then comprised 359,560 books.

The first circulation report showed that 2,668,489 volumes had been drawn for home use from the children's libraries, and 91,247 had been taken from the teachers' reference libraries, making the entire circulation 2,759,716.

Since that time, the work has grown steadily year by year, although the funds provided by the city and the state and fixed by law at about \$4 a teacher, have never been enough to provide for all classes. In spite of the fact that the life of a popular school library book is less than two years, the 7981 class libraries have expanded to 13,256. The number of books for children has increased from 246,148 to 499,246, teachers' reference libraries have grown from 113,412 to 153,168, and so that to-day New York Elementary School Library, with its 600,000 patrons and its annual circulation of 8,931,429, is, as far as recorded use is concerned, the largest circulating library in the world.

The *School Library Bulletin*, which is published in the interest of classroom libraries, continues to be popular. It contains articles and reading lists on such subjects as Howard Pyle, the Panama Canal, the Dickens centenary, etc.

These little collections of children's books, while acting as steps leading to the larger public libraries, and making readers of thousands of children who would not go to a public library of their own volition, have reached thousands of adults. Many foreign-born fathers and mothers, who have little knowledge of our language, have been helped by the simple library books which their children bring home from the primary grades.

Since the establishment of the Bureau of Libraries, in 1903, each elementary school in New York City has had a regular supply of library books once a year, and they have had the best books obtainable. The graded lists for use in schools have been selected by people who have read the books and used them with children not only in the city, but throughout the country.

Like many other things connected with education, the direction of reading has suffered from lack of time to devote to it. The teaching day is very full of a number of things, and in many cases the "unassigned time," in which library work was to share, was really a negative quantity. This year a regular time will be set aside in the weekly program as "Library hour." On Friday afternoons the teacher will now have at least one period to devote to book talks and discussions and reading aloud. She may ask for short reviews and opinions of the book read during the week, and point out the value of a story or a chapter from some books of travel, of science or biography. Some of the time may be devoted to learning how the simpler books of reference are used.

## THE MOST POPULAR BOOKS IN THE NEW YORK SCHOOLS

THE head of the school library system in New York City, Mr. C. G. Leland, in his report for 1912 gives in "best-seller" form the children's own opinion of the books they are offered. We reprint some interesting paragraphs from the report and the lists of the ten most popular books in each grade:

A very satisfactory answer to the question, "What do the children really read in these schoolroom libraries?" is now obtained each year from a tabulation of the library orders. Each school draws for new books once a year to replace those worn out. The more popular books naturally wear out quickly—the life of the best bound being but two years—so that the number of copies of a book ordered is pretty good indication of its usefulness and success.

A list of the ten most popular books in each grade during 1912 will be found at the end of this report. "The Arabian nights," "Hans Brinker," "Little women," and "Bird's Christmas carol" still hold first place, as they have done for many years, in the affections of the older children, while the Walter Crane and Andrew Lang renditions of the old fairy stories, together with the easier Grimms' and Andersen's, the "Peter Rabbit" books, and Mrs. Burnett's stories head the lists in the primary grades.

While "stories" are likely to be the kind of books most eagerly read by elementary school children, they by no means neglect books of an informational character out of school in their recreative reading. "True stories" are largely used.

In history, the books most frequently in demand in the grammar grades libraries were: "Revolutionary stories retold from St. Nicholas," "Civil War stories retold from St. Nicholas," Hart's "Colonial children," Fiske's "How the United States became a nation," McMurtry's "Pioneers of the Mississippi Valley," "Stories of royal children retold from St. Nicholas," Hart's "Camps and firesides of the American Revolution," Wright's "Children's stories in American history," Greenwood's "Merrie England," and Guerber's "Stories of the thirteen colonies." In the primary grades: Dodge's "Grandfather's stories of American history," Davis' "Four New York boys," Baldwin's "American book of golden deeds," and Andrews' "Ten boys."

The most popular books of biography in the grammar grades were: Chittenden's "Lincoln and the sleeping sentinel," Lawler's "Story of Columbus and Magellan," Lang's "Joan of Arc," Custer's "Boy general," Marshall's "Story of Oliver Cromwell," Kelly's "Story of Sir Walter Raleigh," and Helen Keller's "Story of my life." In the primary grades: "Humphrey's "When I was a little girl," Brooke's "True story of Abraham Lincoln."



Indian history and folk lore is very popular in all grades. In the grammar grades the following books were in demand: Zitkala-Sa's "Old Indian legends," Mighels' "Adventures with Indians," Starr's "American Indians," "Indian stories retold from St. Nicholas." In the primary grades: Husted's "Stories of Indian children," Deming's "Little Indian folk," Brooks' "Stories of the red children."

In connection with the work in geography, the library books most used along the lines of travel and description, for the grammar grades, were: The "Peeps at many lands" series, the volumes on France, England, India, Scotland and Switzerland being the most popular; the "Youth's Companion" series, including the "Wide world," "Strange lands near home," "Toward the rising sun," and "Under sunny skies," while Butler's "Our little Mexican cousin," "Southern stories retold from St. Nicholas," Ambrosi's "When I was a girl in Italy," were also great favorites. The most popular books of travel in the primary grades were Chance's "Little folks of many lands," Campbell's "Story of little Konrad," Smith's "Eskimo stories," Schwartz's "Five little strangers," and the "Little cousin" series, and the Little Italian, Japanese and Russian cousins, respectively, proving most interesting.

In the library catalog a classification under the heading of "Chivalry" has been made prominent in the hope that it would not escape the attention it deserves. Children's books on chivalry, from the fourth to the eighth grades, called for and worn out most frequently, were Radford's "King Arthur and his knights," Lang's "Book of romance," and Tappan's "Robin Hood, his book," Darton's "Wonder book of old romance," "Stories of chivalry retold from St. Nicholas."

In nature stories and books of elementary science, the lead this year is held by a favorite writer, Seton, for the grammar grade, with Lane's "Triumphs of science," Joaquin Miller's "True bear stories," Fortesque's "Story of a red deer," Meadowcroft's "A B C of electricity," Baker's "Boy's book of inventions," Burroughs' "Birds and bees," in the van. In the primary grades, Carter's "Stories of brave dogs," Duncan's "When mother lets us garden," Boyle's "Calendar stories," Morley's "Seed Babies," Andrews' "Stories of my four friends," Pyle's "Stories of humble friends," Cooke's "Nature myths and stories," are at the head of the list.

The following books on outdoor games and amusements, handicraft, etc., have been largely used: "Games book for boys and girls," Bancroft's "Games for the playground, home school and gymnasium," Beard's "American boy's handy book," Kingsland's "Book of indoor and outdoor games," Harper's "Outdoor book for boys," and the "Boy's workshop."

The reference books used in the classrooms to the greatest extent during the past year were Champlin's "Young folks' encyclopedia of common things," and Champlin's "Young

folks' encyclopedia of persons and places." When these are placed on the table or window ledge, where access may be had, especially in the last two grades of the elementary school, satisfactory results are reported.

The way in which the children respond to the old favorites, as indicated in the above reports, seems to be a most encouraging sign and shows that the great amount of new, untried and cheap juvenile literature, which each year floods the bookstands, is not interfering to any extent with the work we are trying to do in the schools.

#### TEN MOST POPULAR BOOKS IN EACH GRADE

##### FIRST GRADE

Hix.—Once-upon-a-time stories.  
Lang.—Snow man.  
Grover.—Overall boys.  
Potter.—Tale of Peter Rabbit.  
Grover.—Sunbonnet babies' book.  
Bates.—Fairy tale of a fox.  
Grimm.—Fairy tales, V. 1 (Wiltse).  
McCullough.—Little stories for little people.  
Potter.—Tale of Squirrel Nutkin.  
Potter.—Tale of Tom Kitten.

##### SECOND GRADE

Crane.—Aladdin.  
Lang.—Cinderella.  
Lang.—Jack and the bean stalk.  
Lang.—Snow Drop.  
Crane.—Puss in boots.  
Lang.—Prince Darling.  
Crane.—Red Riding Hood.  
Crane.—Beauty and the beast.  
Crane.—Cinderella.  
Crane.—Bluebeard.  
Chance.—Little folks of many lands.

##### THIRD GRADE

Crane.—Yellow dwarf.  
Lang.—Dick Whittington.  
Ruskin.—King of the Golden River.  
Collodi.—Pinocchio.  
Lang.—Sleeping beauty.  
Crane.—Hind in the wood.  
Lang.—History of Jack the Giant Killer.  
Andersen's Fairy tales (Stickney).  
Aunt Louisa's fairy tales.  
Andersen's Fairy tales (by McGregor).

##### FOURTH GRADE

Ruskin.—King of the Golden River.  
Andersen's Fairy tales.  
Burnett.—Little Lord Fauntleroy.  
Davis.—Four New York boys.  
Williston.—Japanese fairy tales.  
Sewell.—Black beauty.  
Lang.—Aladdin.  
Carroll.—Alice in Wonderland.  
Wyss.—Swiss family Robinson.  
Schwartz.—Five little strangers.  
Alcott.—Old-fashioned Thanksgiving.

##### FIFTH GRADE

Wiggin.—Bird's Christmas carol.  
Kipling.—Jungle book.



Wiggin.—Story of Patsy.  
 Alcott.—Under the lilacs.  
 Lane.—Industries of to-day.  
 Eggleston.—Hoosier school boy.  
 Coolidge.—What Katie did.  
 Page.—A captured Santa Claus.  
 Richards.—Captain January.  
 La Ramee.—Bimbi stories.

## SIXTH GRADE.

Arabian nights (Steedman).  
 Dodge.—Hans Brinker.  
 Wiggin.—Birds' Christmas carol.  
 Alcott.—Little women.  
 Stevenson.—Treasure Island.  
 Wiggin.—Story of Patsy.  
 Alcott.—Little men.  
 Alcott.—Jo's boys.  
 Aldrich.—Story of a bad boy.  
 Dickens.—Little Nell.

## SEVENTH GRADE.

Wiggin.—Rebecca of Sunnybrook Farm.  
 Hale.—Man without a country.  
 Alcott.—Old-fashioned girl.  
 Alcott.—Eight cousins.  
 Deland.—Josephine.  
 Poe.—Gold bug.  
 Wiggin.—Polly Oliver's problem.  
 Coolidge.—In the High Valley.  
 Wells.—Patty at home.  
 Deland.—Katrina.

## EIGHTH GRADE

Andrews.—Perfect tribute.  
 Dickens.—Tale of two cities.  
 Dickens.—David Copperfield.  
 Fox.—Little shepherd of Kingdom Come.  
 Kipling.—Captains Courageous.  
 Stowe.—Uncle Tom's cabin.  
 Wiggin.—New chronicles of Rebecca.  
 Alcott.—Rose in bloom.  
 Dickens.—Oliver Twist.  
 Deland.—Oakleigh.

MISS HEWINS AND HER CLASS IN  
CHILDREN'S READING

For the benefit of children's librarians in the vicinity of Hartford, Miss Hewins has for several years conducted a Wednesday morning class for the informal discussion of old and new books for children.

Miss Hewins places great emphasis on the necessity of knowing the books intimately oneself. "You know the tales of Andersen and Grimm, but do you know them well enough to tell them?" And, again, "You should know Meg and Jo, Beth and Amy, as well as you do the members of your own family." A benighted member of the class, who confessed to an ignorance of Maria Edgeworth, was introduced to her at once in the happiest way by Miss Hewins' reading aloud "Rosamund's day of misfortune" and

"The purple jar." So the acquaintance grew through the subsequent reading of "Angelina," "Lazy Lawrence," and "Simple Susan" to a real friendship for their author and the old school of writers who made the foundations of children's literature solid and true.

There has been no fixed course of study, but as occasion demands, problems connected with the use of books are discussed. "The course of study for normal school pupils in literature for children," prepared by the Newark Library, is recommended for study this year, and similar material, special lists of books, etc., are constantly brought to the attention of the class. Before Christmas, and whenever new books for children appear, considerable time is devoted to their examination, that the class may be in touch with the new, not even neglecting such books as department stores furnish in very cheap form. Miss Hewins' sympathetic understanding of human children has given her the grace to combine an enthusiasm for the best literature with tolerance for the second best.

While the class is in session, interruptions sometimes occur, but these interruptions are significant. A school principal, remembering Miss Hewins' valuable collection of autograph letters, wishes her to show them to his pupils and to tell them of "famous people who lived in Hartford"; a mother telephones for advice and suggestions as to books for her nine-year-old boy; or, perhaps, a settlement worker calls in reference to a play which Miss Hewins has written for the East Side girls. The class had the pleasure of hearing Miss Hewins read one such play, which she modestly declared was taken from "Miss Muffet's Christmas party," "Little women" and "Rebecca," and done mostly by a pair of scissors. But it was evident whose heart and head and hand guided those scissors—for scissors were never before known to be so clever. Miss Hewins is most generous in sharing these experiences with the members of her class, and they appreciate the high standard which is given them for the performance of similar obligations.

The fact that the Wednesday morning class is privileged to meet in Miss Hewins' office means much. By simply using one's eyes in that unique room, one can absorb a degree of education. At first an ignorant pupil wondered about the pictures on the walls, then she determined to know them, and now recognizes and greets with pleasure Dürer's "Old man," Titian's "Virgin," as a child, ascending the steps for her presentation in the temple; Titian's "Young Englishman"; Carpaccio's "St. Ursula," neatly tucked in her bed, and sleeping peacefully, if not dreamlessly; Palma Vecchio's "Santa Barbara," and those two lovely women's heads, details from Bellini's "Madonna with St. Catherine and the Magdalen." It is worth something, also, to be able to reach out to the well-filled bookshelves that line the room and make a selection from

choice old editions of the books that have been one booklover's delight since her early childhood.

A few dolls make their home in Miss Hewins' office, and they undoubtedly look forward with eagerness to the doll party which happens each New Year's Day, when little girls are invited to bring their dolls to hear a doll story. The dolls are but one evidence of the spirit of play that is so characteristic of Miss Hewins. Would that all the wise might learn of her to "wear their learning lightly."

In her relations with the class, she does not seem deliberately to teach so much as to encourage others to learn for themselves. And her example and personality are so stimulating that those who come in contact with her feel new zeal for the quest of knowledge, believing that the game is worth the candle.

HARRIET S. WRIGHT.

#### THE MASSACHUSETTS STATE LIBRARY

THE question of the use, functions and possibilities of the State Library in Boston has lately come to the front in newspaper discussion. Whether or not the general works in the library shall be transferred to the Public Library and its work be restricted to legislative uses, has grown into a question of whether it might not better for it to work with the State Library Commission in effective loan extension to the small towns of the state. Mr. Norman H. White, chairman of the Commission on Economy and Efficiency, referring to an editorial in the *Transcript* for February 14, says:

"Our State Library is little used, broadly speaking. It is a vast storehouse of information. It can be made of inestimable value to our law-making body. It can be equipped as a legislative reference library, a clearing-house of information for those who are charged with the making of laws, which should be one of the nicest and most scientific pieces of work. . . .

"I hope that none of the books will be transferred. The whole policy of the State Library must soon be definitely decided—whether or not it is going to be merely a collection of volumes for the use of a few, or whether it is going to be a library worked to its utmost capacity to give information to the law-making body of the commonwealth.

"The present trustees of the library should not be allowed to change it until such time as the final policy has been decided; even then I doubt very much whether every book that is there now is not useful to the legislator. People seem to forget that there is hardly any line of thought, that there is hardly anything concerning human welfare that ought not to be found in the library, and, indeed, any pamphlet, history, biography or classical works, all tend to give information

which is needed to the legislator to a greater or less degree. The State Library should be left alone as it is—simply as a burying-ground of information; or else it should be made what it ought to be—the foremost library in the country, properly indexed and arranged, with a competent staff of well-trained men and women, to be a legislative reference library, such as is found in the great state of New York, Wisconsin and other states."

On February 21, the *Transcript* said, editorially:

"To say that a town has a public library is to say that a man has a brain. Whether the equipment is of any value to him depends wholly on what use he makes of it, if any. And the more recent development of library science has proceeded steadfastly on this assumption—that one book, the contents of which are inside the popular cranium, is more valuable than a thousand volumes slumbering on the shelves. Librarians, those axe-men (and axe-women) of social progress, have been devising a wondrously ingenious machinery for inducing the perusal of the right books by all sorts of people, from school children to legislators, from the foreign districts of our cities to the lonely farm-houses of the remote country roads.

"Now, it has happened, once or twice, that Massachusetts, having performed some courageous piece of social pioneering, has given the idea to a western state, then lapsed into the inertia of insufficient public support while the experiment was being ripened into fruition elsewhere. Thus it is that we see a state like Wisconsin, with a collection of only 800,000 volumes in her state library, keeping those books flowing in a continuous stream through the brains of her small townspeople, farmer-folk and lumbermen by means of traveling libraries and traveling librarians. That the public book collections in Massachusetts marshal six millions of volumes is neither here nor there, so long as most of them are unread, or those that are read are chiefly fiction, and often poor fiction. It says little more to contend that all but one of the Massachusetts towns have public libraries, so long as there is imperfect machinery, or none at all, for getting the right books into the hands of those who most need them.

"These are a few of the issues raised by the discussion of a broader scope for the work of the State Library. . . . The question has opened into the larger one of whether the State Library shall continue to be a local and highly specialized collection for the use of the few, or a vigorous and powerful institution for the guidance of state-wide library work—for the cleaning up of our educational blind spots in city or country."

And Mr. Charles K. Bolton, librarian of the Boston Athenæum, in another issue, says: "Does Massachusetts, with its growing population of foreign-born, begrudge us the money necessary to make ready and carry on a plant of this kind?"

## JOHN SHAW BILLINGS

Dr. JOHN SHAW BILLINGS, director of the New York Public Library since 1896, died at the New York Hospital, Tuesday evening, March 11, 1913.

He was born in Switzerland County, Indiana, April 12, 1838, the son of James and Abbie Shaw Billings. After graduation from Miami University, Oxford, Ohio, in 1857, he studied medicine at the Medical College of Ohio in Cincinnati, receiving his degree of M.D. in 1860. He served as resident physician at St. John's Hospital in 1858-9, at the Commercial Hospital in 1859-60, and as demonstrator of anatomy at the Medical College in 1860-1.

The Civil War sent him into the army, and settled the main channels of his life for the next thirty years. The formal record of his army life is as follows: Passed the examining board in September, 1861; appointed acting assistant surgeon, U. S. A., November, 1861; commissioned assistant surgeon, April 16, 1862; given the brevet of lieutenant-colonel, U. S. A., March 13, 1865, for faithful and meritorious service during the war; promoted captain and assistant surgeon, July 28, 1866; major and surgeon, Dec. 2, 1876; lieutenant-colonel and deputy surgeon-general, June 6, 1894; retired at his own request, Oct. 1, 1895, after over thirty years' service.

During the war he was in charge of hospitals at Washington and West Philadelphia in 1861-3, and at David's and Bedloe's islands near New York City, in 1863-4; in the summer of 1863 he was on field service with the Army of the Potomac at the battles of Chancellorsville and Gettysburg, and in 1864 was medical inspector to the Army of the Potomac. In December, 1864, he was ordered to the Surgeon-General's Office at Washington, where he had charge of the organization of the Veteran Reserve Corps, of matters pertaining to contract physicians, and to all property and disbursing accounts until 1875.

His great work in Washington was the development of the library of the Surgeon-General's Office, which consisted of a few stray volumes when he took hold in 1864, and was the largest collection of medical books in the world when he left thirty years later. This collection was unique in point of size and completeness, but its special claim to notice was not its size alone, but the admirable way its resources were set forth in the epoch-making "Index catalogue," the plan of which was conceived by Dr. Billings and developed by him through the sixteen volumes that make the first series, printed between 1880 and 1895.

Complementary to his work in the Surgeon-General's Library was his editing of the *Index Medicus*, a monthly record of current med-

ical literature in books and periodicals, projected by Frederick Leypoldt, begun by Dr. Billings and Dr. Robert Fletcher in 1879, and now in its thirty-first volume.

His routine duties would have been enough to engage the full energy of an ordinary man, but Dr. Billings found time to help in the reorganization of the United States Marine Hospital Service in 1870, to serve as vice-president of the National Board of Health in 1879-82, to edit the mortality and vital statistics of the tenth census, and the vital and social statistics of the eleventh census, and to write an authoritative textbook and exposition of "The principles of heating and ventilation."

As medical adviser to the trustees of the Johns Hopkins Hospital he planned the hospital buildings and organized the hospital staff and force; and to his skill, foresight, and wisdom is very largely due the success of this important center of medical relief and education. He served as adviser to many other hospital boards, his latest achievement in this field being his work on the Peter Bent Brigham Hospital in Boston.

He served also as a director of the Hospital of the University of Pennsylvania, was appointed professor of hygiene at the university in 1891, and there organized the laboratory of hygiene in 1893, retaining his position as director of the laboratory until he came to New York to organize the newly formed New York Public Library.

He was a member of the Committee of fifty to investigate the liquor problem, and chairman of the subcommittee on the pathological and physiological aspects of the question, the results of this investigation appearing in two volumes edited by him in 1903.

When the history of the Carnegie Institution of Washington comes to be written full tribute will be paid to his services in the conception, organization and administration of that effective cherisher of research. From the beginning he served as a trustee and after December, 1903, as chairman of the board of trustees.

In the organization and administration of the New York Public Library his success was as great as in the Surgeon-General's Office and at Johns Hopkins Hospital. He found the library housed in two buildings three miles apart, and wholly unadapted to modern methods of library work, a combined collection of about 350,000 volumes inadequately and incompletely cataloged and classified, with two separate staffs numbering forty people. When he died the library had a fitting home for its central collection and administrative offices, forty branch buildings for circulation purposes, a collection of over 2,000,000 volumes properly cataloged and classified, a staff of over one thousand filled with a spirit of loyalty, willingness, and devotion. He stamped his individuality and personality on the New York Public Library in as marked a degree as

Cogswell did on the Astor Library. In the difficult work of welding together into one system the Astor, Lenox and Tilden foundations he was of great service to the trustees; in the munificent gift of Andrew Carnegie of \$5,200,000 to the city of New York for branch libraries, as indeed in respect to the whole system of Carnegie library gifts, he was a close and trusted adviser of Mr. Carnegie, and when the city decided to build the central library it was by his own hand that the plan of the building was blocked out, as shown by the facsimile of his sketch in the LIBRARY JOURNAL for May, 1911.

This is not the place for an appreciation of his abilities or the results he attained. To say he had received the degree of D.C.L. from Oxford and of LL.D. from Edinburgh, Harvard, Yale, Johns Hopkins; that he had served as president of the Philosophical Society of Washington, of the American Public Health Association, of the Congress of American Physicians and Surgeons, and of the American Library Association, as vice-president of the American Statistical Association, and treasurer of the National Academy of Sciences—aside from his active and honorary membership in some forty other scientific societies—is not a measure of his intellectual strength and versatility, but it is an indication of the recognition of his worth by fellow scientists, medical men, students of hygiene, statisticians, and librarians.

He was an organizer and administrator of no ordinary ability, a far-seeing, patient, kindly, firm, independent, self-reliant, lovable man. Those that knew him slightly saw only his self-reliance, independence, firmness; those that were privileged to know him more intimately came to add to their respect a very genuine affection.

Written with all his academic honors, Dr. Billings' name was followed by these degrees: A.B. 1857, A.M. 1860, Miami University; M.D. Medical College of Ohio, 1860; LL.D. Edinburgh, 1884; Harvard University, 1886; Yale, 1901, and Johns Hopkins, 1902; M.D. Munich 1880, and Dublin, 1892; D.C.L. Oxon. 1889; F.R.C.P.I. and F.R.C.S.I. 1892; D.D. Budapest, 1896.

The funeral services were held at St. John's Church, Georgetown, and the interment took place at Arlington National Cemetery. The actual pall-bearers were three sergeants and three corporals from the artillery arm. The honorary pall-bearers were Dr. S. Weir Mitchell, Dr. Charles D. Walcott, secretary of the Smithsonian Institution; Sen. Elihu Root, Dr. R. S. Woodward, president of the Carnegie Institution; Dr. W. S. Halsted, of Johns Hopkins Hospital; Hon. John L. Cadwalader, and Frederic R. Halsey, of the library trustees, and E. H. Anderson, assistant director of the library. The staff of the New York Library was represented by Mr. Eames, Mr. Lydenberg, Mr. Lockwood,

Mr. Weitenkamp, Miss Hasse, Miss Sauer, and Miss Leffingwell.

In recognition of Dr. Billings' military service, his funeral was one of full military honors. The body was carried to its last rest on a caisson, covered with the old flag, and "taps" were sounded over the grave at Arlington as the last good-byes were said to this honored and great man.

#### MEMORIAL ACTION OF THE NEW YORK LIBRARY CLUB

At the meeting of the New York Library Club on March 13, the regular program was preceded by an informal tribute to the memory of Dr. John Shaw Billings, news of whose death, two days before, had come as a shock to all members of the library profession in New York. Mr. Hicks, as president, voiced the feeling of the club as follows:

"Forty-eight years ago to-day, March 13, 1865, Dr. John Shaw Billings was brevetted lieutenant-colonel in the Union Army for faithful and meritorious service during the war between the states. To-night he lies on his bier in the city of Washington. Tomorrow he will be laid to rest with military honors in the National Cemetery at Arlington. March 13, 1865, was a day of triumph for Dr. Billings, but his triumph to-night is even greater. That first triumph was the result of services on the field of battle, in the hospital tent, and in the army infirmary. Since that time he has rounded out a full life of meritorious service in the field of peace."

A special memorial service was announced, and Dr. W. Dawson Johnston, librarian of Columbia University, presented the following resolution:

"Resolved, That on the death of John Shaw Billings, the New York Library Club desires to record its grateful recognition of the great part which he played in the development of the library service of New York City and of the United States.

"While Dr. Billings gained distinction in the profession of his first choice in medical service during the Civil War, in the organization of the U. S. Marine Hospital Service and of the Johns Hopkins Hospital, as director of Pennsylvania Hospital and professor of hygiene in that institution, as expert in charge of the division of vital statistics of the tenth and eleventh censuses, and as a writer upon medical subjects, it is as one of the most eminent members of our own profession that we honor his memory.

"Called in 1895 to be director of the newly established New York Public Library, he gave an impetus to the growth of its collections almost without parallel in the history of libraries and insured their permanent value by making the collections of government publications and periodicals his first object. He was instrumental in the establishment of a remarkable system of branch libraries, and planned



the unique library building which contains the library's reference collections and is the center of its circulation department. As members of this club we will honor Dr. Billings as the most distinguished of all those who have served the library interests of this community.

"As librarians, however, we will remember also his remarkable achievements as librarian of the Surgeon-General's Office, in the development of the largest medical library in the world, in the publication of the most important of medical bibliographies, the 'Index catalogue,' as well as the most useful, the 'Index medicus,' and in the inauguration of a national library service.

"And as bibliographers we will remember also his services as delegate of the United States to the congress held in London in 1896 which established the 'International catalog of scientific literature.'

"He was a member of this club and its president in the year 1900, a member of the American Library Association and its president in the year 1902, a member of many learned societies, honored by learned institutions and societies, both at home and in foreign lands.

"He gave to his profession the service of a scientist interested in the most common problems, the labors of a specialist with the broadest sympathies."

Dr. Talcott Williams, director of the School of Journalism, Columbia University, speaking with the sincerity and feeling that his long acquaintance with Dr. Billings inspired, told of his work in organizing the army hospital service in Philadelphia and Baltimore, where there were from 30,000 to 60,000 wounded soldiers in the hospitals, as well as to his later work in organizing and cataloging the Surgeon-General's Library and in establishing the *Index Medicus*. Dr. Billings was the first man to attempt to gather together the whole literature of a large subject. Others had made large collections of serviceable material, but Dr. Billings alone, at the Surgeon-General's Library, had attempted to collect the whole literature of so large and old a subject as medicine. Dr. Williams mentioned Dr. Billings' extraordinary facility and retentiveness of mind, and finally his power of friendship, which united to him loyally all those who worked in close touch with him. Dr. Williams spoke also of a little known fact in Dr. Billings' career which is in itself an adequate indication of his service to the library profession. When his name was brought up for membership in the National Academy of Sciences, membership in which is limited to fifty and is granted only to those who have made some original scientific discovery, there was strong opposition on the ground that although Dr. Billings was eminent in hospital organization and planning and had written on a variety of scientific subjects, he had made no discoveries. His election, however, was based

on his organization and cataloging of the Surgeon-General's Library, an action that definitely established notable library work as ranking with more purely scientific achievements.

#### "WRITINGS ON AMERICAN HISTORY, 1910"

THE annual bibliography of books and articles on United States and Canadian history, just issued, prepared by Grace Gardner Griffin, is the fifth of a continuous series opening with 1906. As stated in the preface, a volume entitled "Writings on American history, 1902," prepared by Prof. Ernest C. Richardson, librarian of Princeton University, and Mr. Anson Ely Morse, was published at Princeton in 1904. A volume of a plan more like the present, "Writings on American history, 1903," was prepared by Prof. Andrew C. McLaughlin, Mr. William A. Slade, and Mr. Ernest D. Lewis, under the auspices of the Carnegie Institution of Washington, and was published by that institution at Washington in 1905. After an interval followed the series, "Writings on American history, 1906, 1907 and 1908," prepared by Miss Grace Gardner Griffin and originally published by the Macmillan Company (New York, 1908, 1909, 1910). From the beginning of this new series the enterprise was sustained by a group of subscribers, consisting of the American Historical Association, the Buffalo Historical Society, the Chicago Historical Society, the Colonial Society of Massachusetts, the Massachusetts Historical Society, the Missouri Historical Society, the New York Historical Society, the Oregon Historical Society, the Historical Society of Pennsylvania, the Western Reserve Historical Society, Mr. Charles Francis Adams, Hon. Simeon E. Baldwin, Mr. William K. Bixby, Mr. Clarence M. Burton, Mr. Adrian H. Joline, and Hon. George L. Rives. The preparation of the material for 1909 and 1910 has been carried out through the continued aid afforded by the same generous subscribers. Independent publication, however, ceased with the volume for 1908. Beginning with the volume for 1909, though the preparation of the material has continued to be provided for by such a subscription, the printing and publication of the annual bibliography has been assumed by the American Historical Association. In its annual report for 1909, a bibliography of the material published in that year was included. The present list continues the matter through the issues of the calendar year 1910.

To those who desire to have complete sets of the volumes hitherto published, it may be useful to know that the volume for 1902 can still be obtained from the library of Princeton University, that for 1903 from the Carnegie Institution of Washington, while those for 1906, 1907, 1908 (independent volumes),



and "separates" of those for 1909 and 1910, can be obtained from the secretary of the American Historical Association.

The volume for 1910 has been prepared upon the same system as the volumes for 1906, 1907 and 1908. The intention of the compiler has been to include all books and articles, however brief, which contain anything of value to the history of the United States and of British North America. With respect to the regions lying south of the continental United States, however, and to the Pacific islands, the intention has been to include all writings on the history of these regions published in the United States or Europe; but the product (not relating to the United States) of South America and other southward regions has been left to their own bibliographers. New editions of books, if they contain no new material, have not been noticed. A topical arrangement has been followed.

Further information as to the bibliographical work of the American Historical Association in general may be gathered from a report presented by Prof. E. C. Richardson, chairman of the committee on bibliography, which we print herewith:

"The larger part of the bibliographical work of this association is done by special committees, and the chief work now being done in this way is the 'International bibliography of English history,' on which Prof. Cheyney, the chairman of the committee, is to report.

"Other standing committees, too, besides that on bibliography, are either doing concrete work or are encouraging such work. This is the case with documentary bibliography on the one hand, and on the other, with Miss Griffin's admirable bibliography of current publications in the field of American history, a publication which, under her care, has reached a very high stand of technical bibliographical excellence.

"At present, the committee is charged with three tasks: (1) The bibliography of American travels, (2) A list of sets of works on European history to be found in American libraries, and (3) an effort to secure a union list of historical periodicals. The bibliography of American travels is waiting on the securing of a suitable editor, and the question whether a union list of periodicals can be taken up by the American Library Association is under discussion.

"The matter of the collections on European history was rather fully reported on last year. Since that report, many additional memoranda have been received. A brief edition was issued in March, and a trial edition is now in press. If the expense of printing can be met, a revised and improved edition will later be published under the care of Dr. Walter Lichtenstein, of the Northwestern University and the Harvard Libraries, who is recognized as the chief American specialist in this field.

"It has been a matter of very extraordinary

gratification to the committee that the question of supplying the lacks shown by this list has been taken up so vigorously by the libraries, especially by Harvard, Yale, Columbia, the Library of Congress and some of the great public libraries. A year ago, Harvard reported 1267 out of 2200 sets. At the time of the March edition it had about 1500 sets, and at the present time it had more than 1900. This is more than could be found anywhere in the United States a year ago, and, supplemented by the collections of the Boston Public Library, which is also cordially cooperating in the matter, it gives about Boston and vicinity an apparatus which will be within a short time nearly complete. While no other library or section nearly approaches this record, Yale, Columbia and the Library of Congress have been very active, and the total efficiency, as regards these sets at New York, Washington and Chicago centers, has been very largely increased."

The volume of "Writings on American history" for 1911 is now in press, and will appear in the report of the American Historical Society. The volume for 1912 is in preparation, and will be issued early in 1914.

#### FIFTY YEARS OF GOVERNMENT SERVICE

BERNARD R. GREEN, superintendent of the building and grounds at the Library of Congress, on March 7 completed fifty years of government service, and at a luncheon at the library he was presented by twenty-four of his associates with a Victrola and a set of records. Dr. Ulysses G. B. Pierce read an address of congratulation, and after a couple of the records were played Mr. Green replied. Among the signers of the letter were Cyrus Adler, of Philadelphia; Brig.-Gen. W. H. Bixby, chief of engineers; Edward V. Casey, of New York; Pickering Dodge, Frank Sutton, president of the Washington Society of Engineers, Hennen Jennings, president of the University Club; Charles F. Munroe, president of the Cosmos Club; Arthur J. Parsons, Ulysses G. B. Pierce, Herbert Putnam, librarian of Congress; Richard Rathbun, O. H. Tittman, Charles D. Walcott, secretary of the Smithsonian; R. R. Bowker, of New York, and G. R. Putnam, commissioner of lighthouses.

Mr. Green was associated with the construction of the Washington Monument and the State, War and Navy building; he engineered the task of reinforcing the foundations of the monument and designed its distinctive cap. He was associated with and succeeded Gen. Casey in the construction of the Library building, and also supervised the building of the New National Museum. He was an adviser in connection with the Corcoran Gallery and the capitol at Harrisburg, Pa. Mr. Green has been superintendent at the library since its completion.

### THE HEALTH OF LIBRARY ASSISTANTS

In the annual report of the New York Public Library the medical officer goes quite into detail as to the health of employees of the library, and gives certain recommendations and rules that resulted from his investigations. Besides the routine business of medical examination, inspection of branches, and advising of employees in need of medical attention, he noted matters of general tone and efficiency.

"Early in the first tour of visits," he says, "it was noted that a relatively large proportion of the employees suffered from indigestion and dyspepsia. Many were under-nourished, and weighed from ten to fifteen pounds less than they did before taking up library work. This was borne out by the fact that many of them gained from five to ten pounds in weight while on their 1911 vacation, only to lose it again during the winter. Complaints of 'nervousness,' of being easily tired, of sleeping poorly, etc., were, in consequence, exceedingly common. These troubles were attributed to various causes, but chiefly to the irregularity of their meals, brought about by the present schedule of working hours of the library, and to the too short time (one half hour) allowed for meals. Many stated that they ate but little when on duty, in order to avoid indigestion, and were, therefore, below their normal weight. Others were in the habit of taking light refreshment, 'chocolate, etc.,' between meals. The majority of the employees are young women under thirty years of age, and, provided that the conditions under which they work are satisfactory, should be relatively free from such digestive and nutritional disturbances. It was, therefore, thought worth while to investigate the matter further, in order to determine the source of the trouble.

"At first glance it would seem that the 'free day' system, with the consequent increase in the number of hours on duty the remaining days of the week, might be at fault. But investigation showed the weekly 'free day' to be of distinct value, as well as a most highly valued privilege by the staff of librarians. . . .

"The schedule of working hours as then in force in the circulation department of the library necessitated irregular meal hours, and only one half hour was allowed for the daily meal at the library. The fact that the libraries are open at night, thus requiring the staff to be in attendance, was the cause of the irregularity. The members of the staff alternated on night duty. Either two or three days a week the 'early staff' of librarians began work at 9.00 a.m. They were allowed one half hour between 12.00 and 1.00 to prepare and eat their midday meal. They went off duty at 6.00, and the majority reached their homes for a seven o'clock dinner. Barring the too short lunch hour, these conditions are not bad. But on the other two or three days of the week they re-

ported at noon, substituted for the 'early staff' while the latter were at lunch, and were not supposed to eat until 6.00 p.m. Bearing in mind that many of them live long distances from the library, this means, at the best, a meal at 11.00 a.m. (too soon after breakfast), and no more food until 6.00 p.m., which interval is entirely too long, especially as the intervening days of regular meal hours when on 'early' duty, prevent the digestive organs from accustoming themselves to the changed conditions.

"How do the conditions in the circulation department of the library compare with those in other circulating libraries? To obtain light on this question, a questionnaire, covering the points on which information was desired, was sent by the director to a number of the large libraries throughout the country. Study of the answers received shows that as regards salary, total hours on duty, annual vacation, sick leave, and especially 'free days,' the employees of the circulation department of the New York Public Library are not badly treated.

"What do the librarians and their assistants think?

"On the second visit to each branch, late in 1911, the branch librarians were consulted as to the faulty conditions and feasibility of the changes recommended at the end of this report. They were unanimous in their belief that even with shorter hours they would be able to carry on their work in winter without requiring an increase in the staff. No employees would be absent on vacation during these months.

"In December, 1911, with the consent of the director, the following circular letter was sent to all librarians in charge of branch libraries:

1. It is the opinion of the medical officer that:

(a) The present recess of one half hour daily is too short. Hurry over meals is responsible for much of the indigestion or under-nourishment of which some of the assistants complain. At least one hour should be allowed.

(b) In good weather the members of the staff should go for a short walk at the beginning of the hour. In bad weather they should talk or read for recreation.

(c) They should have their meal slowly, and should remain quietly in the staff room for a short time thereafter.

Do you endorse these views? If not please give your reasons.

2. (a) Would you and your staff be willing to work one half hour longer during the summer months, provided a full hour's recess was allowed the year round? (The summer schedule would then be the same as the present winter schedule.)

(b) If not, and if you are in favor of a one hour recess, have you any other plan to suggest, short of the recess hour being lengthened without changing the present summer and winter schedules?

"The answers, summarized, were as follows:

1. (a) Thirty-eight agreed that a recess of one half hour was too short.

(b) Thirty-six approved of the short outing in the open air before the midday meal, when conditions permit.

(c) Thirty-nine agreed that meals should be eaten slowly, and be followed by a short rest period.

2. (a) Twenty-five stated that they and their employees would be willing to give up the half hour in summer, provided the recess could be one hour the year round.

(b) Of the fifteen opposed to any lengthening of the summer hours, only three had any suggestions to make. One suggested recess of forty-five minutes, and the others that the assistants should be allowed to report at 8.00 or 8.30 a.m.

"It must be admitted that the librarians are, in a way, responsible for the former working schedule. In order to obtain their cherished weekly 'free' or 'silent' day, and the daily half hour less duty in summer, they were willing to work longer hours, and put up with the short and irregular meal hours, and suffer the physical disabilities and discomforts previously mentioned.

"Should they be allowed to do so? The answer is — 'No' — no more than very young children should be allowed to work in factories, despite their desire to do so.

"It was therefore recommended:

"1. That the daily recess period for meals of the librarians and assistant librarians employed in the branch circulation libraries of the New York Public Library be one hour instead of one half hour, as heretofore.

"2. That every employe be required to take the full hour off duty.

"3. That no employe be permitted to make up lost time or do library work during the recess hour.

"In order to carry out these recommendations it was suggested:

"(a) That the librarians and assistant librarians be required to work but forty hours each week, exclusive of recess period, instead of forty-two hours and a half, as heretofore.

"(b) That this schedule be in force in summer as well as winter.

"(c) That when it seems advisable, and the work of the library will not suffer, the branch librarians be empowered to permit such employes as live at long distances from their library, or who must use cars which are crowded with workmen at 6.00 p.m., to report for duty at 8.30 a.m. and leave at 5.30 p.m."

#### ATLANTIC CITY CONFERENCE

THE seventeenth annual meeting of the Pennsylvania Library Clubs and the New Jersey Library Association was held in the Hotel Chelsea, Atlantic City, on the 28th of February and the 1st of March. The selection of

the Chelsea as a meeting place for so many consecutive years has given the management a personal interest in the success of the conference, and makes those attending feel instantly at home. Two hundred and twenty-five were registered in the hotel, and about twenty-five others attended the sessions. It was gratifying to note among these many who had never attended before and who left with their belief in conferences strengthened.

The first session was a special New Jersey session, held on Friday afternoon, at three o'clock, in the banquet room of the hotel. The meeting was called to order by Mr. Thomas F. Hatfield, librarian of the Hoboken, N. J., Public Library, and president of the New Jersey Library Association. A short business meeting was necessitated by the fact that New Jersey has done away with its regular fall meeting, and will hereafter conduct its business session at Atlantic City. A series of round-tables, held in various districts through the state, will take the place of the fall meeting.

After naming a nominating committee, Mr. Hatfield resigned the chair in favor of Mr. W. C. Keuipel, chairman of the New Jersey Public Library Commission, who, after a few words of praise for New Jersey librarians and their work, introduced Mr. Royal Meeker, assistant professor of political economy, Princeton University. With "The community and its needs" for his subject, Professor Meeker's whimsical humor and breadth of knowledge and experience had free rein. He spoke at greatest length of educational aims and methods and their shortcomings, with particular reference to the rural community. He believes there is danger of fossilizing rather than formalizing educational methods. Education that is not the acquisition of knowledge, but the formation of correct habits of thought and life, that gives the student command of his mind and body, should be the aim. The rural lack of opportunity restricted endeavor; unstimulating environment, feeble-mindedness, bad inheritance, relative isolation, and the injury done to rural children by incorrect educational methods, information of the brain rather than the spirit, lack of training of thinking power, which are so often found in their schools, were all very decisively touched upon. Perhaps, as librarians, the audience were most strongly appealed to when he spoke of those "mute, inglorious Miltons," who might be less mute and less inglorious if opportunities within the librarians' power to give could be brought to them. The greatest need in rural life to-day is more people and better people, and the bringing to them the many advantages which are now found only in urban communities. There are many in rural communities to-day who, if thus given the proper stimulus, could make their mark. In a great many reforms, the ardor for reforms so far exceeds a proper conception of that which is to be reformed that

only failure results. He believes that strict discipline has a desirable effect on the character of the young, but advocates compulsory drafting into civil service for a term of three years, rather than compulsory military service. The educative value of supervised and constructive labor being thus attained.

Following out this idea of bettering rural life, Miss Elizabeth White, librarian of the Passaic, N. J., Public Library, read a paper on the "Value of township and county libraries." She gave a historical summary, and spoke particularly of the excellent work now being done in county work in California, Washington County, Maryland, Minnesota and Oregon, and of township work in Indiana, Illinois, Iowa, and Nebraska. She quoted that part of the last report of the New Jersey Public Library Commission dealing with the county and township library question, in which it calls attention to the fact that no matter how great its desire, it cannot increase its work beyond the limit of its appropriation, and that if towns having contiguous rural districts would extend to them library privileges, the efforts of the commission could be directed to the more remote districts. In addition to this, the advantage of personal intercourse with the outlying districts would thereby be greatly increased. She concluded with Dr. Claxton's remark when, after estimating that the placing of county libraries in all states would cost \$100,000,000, he said: "It seems that is not a visionary, but a practical problem, if the states would bind themselves to the upkeep of the library."

Miss Norma Bennett, librarian of the Madison, N. J., Public Library, and Mr. Charles A. George, librarian of the Elizabeth, N. J., Public Library, formally discussed Miss White's paper. Miss Bennett doubted whether the busy county or township librarian would have more time for developing the personal note in her field than the busy state organizer now has. She spoke of the lack among those in rural communities of that energy, push and ambition which have drawn their companions into cities and other lines of work. This apathy must be overcome before any sort of effective library work can be accomplished, and to overcome it would necessitate a force larger than most township or county libraries could afford.

Mr. George deprecated the appeal to a missionary spirit, and expressed his belief that most town officials consider their libraries commercial assets, and would be out of sympathy with an extension movement.

The chair called upon others in the audience, and the discussion became general.

Announcement was made of the preparation of a bill to be introduced into the New Jersey legislature during its present session which will give to the public library the administration of all school libraries, in those towns having public libraries, and will give to the New Jersey Public Library Commission

the control of school libraries in those communities having no public libraries. It gives also to the commission the approval of purchase lists of books bought with state funds, and makes the Commissioner of Education an *ex-officio* member of the commission.

The nominating committee reported the following ticket, which was elected: President, Miss Sarah B. Askew, State Library, Trenton; vice-presidents: Howard L. Hughes, librarian Public Library, Trenton, and Miss Elizabeth H. White, librarian Public Library, Passaic; secretary, Miss Louise Hinsdale, librarian Public Library, East Orange; treasurer, Miss Mary G. Peters, librarian Public Library, Bayonne.

The first joint session of the conference was under the direction of the New Jersey Association, and was held in the hotel casino on Friday evening. Mr. Hatfield was in the chair and introduced first the mayor of Atlantic City, who, after a gracious welcome, advocated the placing of libraries in all fire houses, and reviewed a few of those books which had most impressed him.

He was followed by Dr. Charles S. Chapin, principal of the Montclair Normal School. His speech, "Perils of the modern intellect," embraced certain of his convictions, resulting from thirty years of educational work. He spoke of the pressure under which most people are working, of the tendency toward superficiality, the agencies that contribute, the unreliability of many supposedly authoritative sources, and the general trend of intellectual life to-day. While there were some in the audience who disagreed with some of his conclusions, there were none who did not enjoy the ability shown in his composition and delivery.

A survey of educational institutions in New Jersey was given by Miss Sarah B. Askew, of the New Jersey Public Library Commission. The object of the survey was to show, by means of lantern slides, the physical conditions of the state, its varied population and industries, and the forces for the betterment of life or the alleviation of misfortune which are at work not only in its formal education, but in associations and institutions for social betterment. It carried out the thought of library extension in that it portrayed those varied types with their relative advantages and disadvantages with which librarians should deal. Schools, libraries, granges, clubs, associations, institutions, and state departments were all very delightfully portrayed.

The second joint session was under the direction of the Pennsylvania Library Club, and was called to order by Mr. Ernest Spofford, president of that club.

Miss Corinne Bacon was the first speaker, and in her usual enjoyable, if slightly iconoclastic fashion, gave those assembled much food for constructive thinking.

Mr. C. G. Childs, professor of English in the University of Pennsylvania, spoke on the



romance and humors of book-collecting. A subject which he said often might evoke the "slim feasting smile" of comedy in view of the whimsies of its votaries, or the wry grimace of the satirist when what was really a selfish ambition to outdo others masqueraded under pretense of a noble passion, the love of books. Dr. Child said the same spirit animates the book-collector as other collectors of objects ranging from things most artistic and intrinsically valuable, to things most grotesque and extraordinary, the uncontrollable magpie instinct for collecting anything; so we have the collector who collects books for their bindings, their end-papers or what not.

Many a book-lover, he pointed out, might pretend to love books, but was really perfectly well aware that his holdings were a profitable property. A number of the great libraries of the world have taken their start in private collections, for example, the Bodleian and the British Museum. Andrew Lang has said (1) Get what people do not want to-day but may want to-morrow; (2) Make a collection of books on some special subject which, while not costly in separate items, will be valuable in the mass; (3) Purchase one good thing a year. The speaker would suggest a single rule in their place: "Get the thing you want when you can get it." One must be a booklover first, and collector by accident.

A book must be and must remain a spiritual presence. It is not merely a thing to handle and look at; one must keep an abiding sense of its sacramental uses; one must remember that a great book on one's shelf, though in a cheap edition, flimsily bound, should look as large, if honestly edited, as a priceless edition; for the real book is there, its spiritual presence visible in the humble incarnation, evocation of the past, prophetic of the future, transcending time and space with the undying issues of the spirit.

In the absence of Mr. John Thomson, librarian of the Philadelphia Free Library, Mr. Ashhurst presided.

Professor Green, of the Westchester Normal School, gave his "Century run in literature," in which he characterized the eighteenth century as a prosaic age. In support of which characterization, he compared it and those who distinguished it with ages before and since. Even so prosaic an age was made to scintillate for the audience by the speaker's frequent introduction of humorous parallel and by the galvanizing effort necessary to follow his rush of words.

Mr. Carl Byoir, who is associated with John Martin's House in New York, spoke on "Educational ideals," with the Montessori method as a case in point. Since he has the distinction of having introduced this method into the United States, his may be considered the voice of authority.

On Friday evening, the Drexel Library School dinner was held, and on Sunday the Pratt Library School luncheon.

On Saturday afternoon, the trustees and librarians of the Atlantic City Public Library received those attending the conference and their friends in the clubroom of the Public Library. At small tables in the museum room, ices and punch were served. This very generous hospitality was not only a great pleasure socially, but the opportunity so given to inspect the library, with its interesting and unusual interior arrangement and collections—particularly its New Jerseyana—was greatly appreciated.

The hotel orchestra played for dancing in the hotel casino after the Saturday evening session.

Aside from these stated social features, the usual boardwalk attractions, dining room reunions of many friends, and the meeting of many new and interesting people, made the conference as enjoyable as those many others that have enriched the recollections of eastern librarians and their western friends.

E. B. P.

#### NATIONAL EDUCATION ASSOCIATION — LIBRARY DEPARTMENT

ANNOUNCEMENT OF MEETINGS AT SALT LAKE  
CITY, JULY 7-11, 1913

At the annual meeting of the National Education Association, at Salt Lake City, July 7-11, 1913, the major theme for general sessions and department programs will be "The betterment of our rural and elementary schools." It will be the aim of President Fairchild to secure speakers of national note, who have a message that will particularly emphasize the betterment of rural life and rural education. The following meetings have been planned for the library department, and full programs will be ready in May.

*First session.*—Topic: "The library and the elementary school."

*Second session.*—Topic: "The library and the rural community."

*Round-table.*—Topic: "How can the library be made a vital factor in the work of secondary schools? (a) in normal schools? (b) in high schools and private preparatory schools?"

*Exhibits.*—It is expected that the League of Library Commissions will send an exhibit showing what is being done in making books available to rural communities. The exhibit of the library department will also include public library work for public schools, library aids for teachers in elementary and normal schools, library aids for teachers in high schools, helps for school librarians.

A special round-trip rate of \$41 has been granted from Chicago. For rates for other cities, apply to Mr. Durand W. Springer, secretary of the National Education Association, Ann Arbor, Mich.

MARY E. HALL,

President Library Department.



## American Library Association

### CONFERENCE AT HOTEL KAATERSKILL

#### TRAVEL ANNOUNCEMENTS

A RATE of one fare and three-fifths has been granted by the Trunk Line Association. This rate is on the so-called certificate plan, which means the paying of full fare going, and obtaining at the time of purchase of ticket a certificate. This certificate being deposited with 25 cents, with the secretary on arrival at the meeting, will entitle the person in whose name it is made out to return via the same route for three-fifths of one fare, providing at least 100 such certificates are presented at the meeting. Ask for certificate even if not intending to use it, as it might be needed to make up the number necessary to secure reduced rate for those who do return. The Trunk Line territory includes points west of New England, east of and including Buffalo and Pittsburgh, and north of the Potomac River; that is, practically the North Atlantic states and the District of Columbia.

From New England, the usual summer excursion rates will probably be in force and equivalent to about two cents a mile, good all summer, and allowing ten-day stop-over at Albany, returning if desired. For railroad rates from the middle west, see under special western party announcement below.

Hotel Kaaterskill station is on the Ulster & Delaware Railroad, and is reached via Kingston, N. Y., or Oneonta, N. Y. There is also a connection via Catskill and the Otis Elevating Railway to Otis Summit, about a half mile from the hotel. Making the trip this way is somewhat cheaper and some two hours quicker from points in New England and the west (via Albany), but it necessitates a change of cars at Catskill and again at the base of the Otis Elevating Railway. The hotel carriages will meet passengers both at Otis Summit and at the Kaaterskill station on the Ulster & Delaware.

The travel committee plans personally conducted parties from Boston, New York and Chicago, as usual, and detailed notices will be given in the May *Bulletin*. Preliminary notice follows:

#### BOSTON PARTY

Party will leave Boston by Pullman sleeper on Sunday evening, about 11.15, June 22; due at Albany to breakfast, where the cars will be held and later run to Catskill. There the party will transfer to Otis Summit, and should reach Hotel Kaaterskill about 12.30, noon, June 23.

Pullman lower berth from Boston to Catskill will be \$2; upper berth, \$1.60. Drawing room (accommodating three persons), \$7.

The summer excursion rate from Boston to Otis Summit and return was \$12.40 last year, and will probably be the same for 1913.

Members from Albany can join the Boston party after breakfast and travel with that party to their destination. Special coach will be provided if enough register.

New England and Albany delegates should communicate with Mr. F. W. Faxon, 83 Francis street, Fenway, Boston, Mass., who will have charge of the party.

#### NEW YORK, PHILADELPHIA AND WASHINGTON PARTY

There are many different routes for those attending the convention from New York and the south. It is possible to reach the Hotel Kaaterskill from New York by day boat to Kingston, connecting with train on Ulster & Delaware to the Hotel Kaaterskill, or by day boat to Catskill, connecting with the Otis Elevating Railway to the hotel. The more convenient route, however, is via the West Shore and Ulster & Delaware, inasmuch as through parlor cars are run without change from New York and Philadelphia direct to the Hotel Kaaterskill. The West Shore gives occasional views of the Hudson from the west bank. The Ulster & Delaware is a mountain railroad, running through the heart of the Catskills.

The following tentative schedule is given, as based on last year's time table. More detailed arrangements will be announced later in the library periodicals and the A. L. A. Bulletin for May. Through parlor cars will run from Philadelphia, and also from Washington if enough register.

Leave Washington 7 a.m., June 23.

Leave Baltimore 8 a.m., June 23.

Leave Philadelphia 10.15 a.m., June 23.

Leave New York (West Shore Railroad) about 1 p.m., June 23.

Arrive Hotel Kaaterskill (Ulster & Delaware) about 6 p.m.

The round-trip fare, all rail, from New York is \$5.79; from Philadelphia, \$9.39; from Washington, \$15.79. The parlor car fare is 75 cents from New York, \$1.25 from Philadelphia, and \$2 from Washington.

#### WESTERN PARTY

No special rates will be granted by the railroads from Chicago and the west to the Kaaterskill Conference. The regular summer excursion tickets to New York City may be purchased and a side trip made to the meeting. If ticket reads via Albany and the West Shore Railroad to New York City, delegates should stop at Kingston, N. Y., and buy local ticket to the Hotel Kaaterskill, the rate being \$1.35. After the meeting, a local ticket to New York City, costing \$2.66, will have to be purchased, as it will be necessary to validate the excursion ticket in New York before returning home.

Summer excursion rates from Chicago to New York City and return are \$27 and \$30, according to route chosen. Rates have been

quoted by both the differential and standard lines, including the trip from Kingston, via the Ulster & Delaware Railroad to Hotel Kaaterskill and the journey to New York City after the meeting, of \$30.56 and \$33.56, respectively.

Sleeping-car rates, Chicago to New York, lower berth, \$5; upper berth, \$4.

The regular one-way rate, Chicago to Hotel Kaaterskill, via Kingston, is \$18.12, or \$20.67, according to route.

It is expected that enough will register to enable the travel committee to run a special train from Chicago through to Hotel Kaaterskill without change. Train will leave Chicago Sunday noon, arriving at destination Monday afternoon, June 23.

Members from St. Louis, Kansas City, Omaha and other points west of Chicago are expected to join the special train at Chicago. Michigan delegates may join the special party at Detroit.

All correspondence regarding transportation to the meeting from the middle west should be addressed to John F. Phelan, Chicago Public Library, with whom registration for special train should be made.

#### POST CONFERENCE TRIP

The committee is planning a week's excursion to the Adirondacks, spending a day en route at Albany for inspection of the new State Library and Educational Building then going on by rail to Racquette Lake, staying there for one or two days, in order to make an excursion to Blue Mountain Lake, one of the most beautiful in the Adirondack region. Thence the party will split into two sections, one going north around the mountains to Hotel Champlain, thence to Au Sable Chasm and return to Albany. The other section will go to Lake Placid for a three-days' stay, with opportunity to make excursions from there to various points of interest. One of the excursions will be Au Sable Chasm.

The inclusive cost of this nine-day trip will be between \$50 and \$60. Registration should be made with Mr. F. W. Faxon, 83 Francis street, Fenway, Boston, Mass.

Those from both east and west, holding through tickets to the Catskills via Albany, can use same on the return, with stop-over at Albany for this trip.

Below is the tentative outline of the Post Conference itinerary:

Leave Kaaterskill Hotel, Saturday afternoon, June 28, spending Saturday night, Sunday and Sunday night at Albany. On Sunday, June 29, members of the State Library staff will be on duty to act as guides to the new Educational Building, and the various reading rooms will be open to members of the Association during their stay in the city. Monday an early start will be made for Racquette Lake, Adirondacks, breakfast being served on the train if possible. The route is picturesque and interesting, via Old Forge

and by steamer through the Fulton Chain Lakes (First, Second, Third and Fourth Lakes) to Eagle Bay, and thence by rail to Racquette Lake, where Monday night, Tuesday and Wednesday will be spent, including, on one of these days, that unique trip to Blue Mountain Lake via Marion River, Marion River Carry Railway, Utowana Lake and Eagle Lake (with opportunity for good climbers to ascend Blue Mountain). The other day here will be left free for individual excursions about Racquette Lake or to Sixth, Seventh and Eighth Lakes.

Thursday, June 3, the party will proceed by rail north, and the alternative will be offered of three days at Lake Placid or at Hotel Champlain, Bluff Point on Lake Champlain, with opportunity to stay longer at favorable rates at either place as individuals may desire.

Party number one will be entertained at Lake Placid Club, on Mirror Lake, one of the most beautiful spots in the mountains, and can make many interesting trips from there by motor, such as Saranac, Loon Lake, Keene Valley, Wilmington Notch, St. Huberts, Au Sable Chasm. This last-named, one of the wonders of the region, will be included in the party ticket. During the stay at Placid special entertainments will be provided.

Party number two at Hotel Champlain will also visit Au Sable Chasm, and can make trips on Lake Champlain. Members can return to Albany via Lake George, that gem of Mountain lakes, instead of by rail, this alternative costing \$1.50 extra.

Thus a post conference trip is arranged, giving all a glimpse of the Racquette Lake region, little known to most of us, and then a choice enabling those familiar with Placid, or with lakes Champlain and George, to choose the one desired, both parties seeing Au Sable Chasm, which is less known and a real wonder.

#### HOTEL RESERVATIONS

Rates at the Hotel Kaaterskill to librarians during the week of the conference are as follows:

Two persons in double room without private bath, \$3 per day each.

Two persons in double room with private bath, \$4.50 per day each.

One person in single room without private bath, \$4 per day.

One person in room with private bath, \$6 per day.

Application for reservations should be made to Harrison S. Downs, manager of Hotel Kaaterskill, Berkeley Lyceum, 19-21 West 44th street, New York City. Use this address until date of opening of conference. State definitely price you wish to pay, whether alone or with room-mate, and, if with latter, full name and address of room-mate (or room-mates). It is absolutely essential, to avoid possible errors, that the booking

office should know full name and home address of each person for whom reservation is made. If ordering rooms for a party, be sure to state names of all those for whom you are ordering, and the various persons who wish to room together. Small children, occupying room with adults, will be received at rate of \$3 per day.

The hotel has a number of corner, two and three-room suites, with private baths, that would accommodate parties of five and seven, respectively, desiring private bath. Also a number of rooms without private bath, but near a public one, are very large and can comfortably accommodate four persons.

The management has agreed to give the librarians the exclusive use of the entire hotel for the week of June 23-28. Those wishing to remain longer can do so at the same rate quoted the conference. It is hoped that all delegates will plan to remain during the entire time of the meetings.

It is probable that, notwithstanding the size of the hotel, the capacity will be taxed to the utmost, and it is recommended reservation be secured early. The Kaaterskill conference promises to be the largest in the history of the Association. The management has arranged for any possible overflow to be cared for at the Laurel Hotel, about a mile from the Kaaterskill. Transportation to and from the latter will be provided free.

#### PROGRAM

Various specialized forms of library work will be the thread running through the general sessions at the Kaaterskill Conference. During the past decade, arms of the service, clearly legitimate and needed, but previously undreamed of, have undergone an extraordinary development. To gather up and exhibit, with special reference to their far-reaching results, the most conspicuous and the most important of these new phases of library activity is the desire of the president and his collaborating members of the program committee.

Six general sessions will be held, one on each day of the conference. With the exception of the first session on Monday evening, the general sessions will be held in the morning, as has proved popular at previous meetings of the Association. The "president's message" will be delivered on Monday evening, probably followed by an address by an accredited delegate from the National Education Association. At this session it is also the intention to read brief messages from some of the leading men and women of the English-speaking world, expressing their opinion or criticism or approbation of some feature of library work, these expressions being replies to specific questions addressed personally to the various individuals. It is hoped and expected that these views of ourselves, "as others see us," will be both informing and helpful.

At the second session, on Tuesday morning, library work among foreigners will be discussed, first from the point of view of the newcomer, who has just reached the overcrowded foreign section of a great city, and, second, from that of one who is struggling in the midst of our industrial conditions to find himself and make a home for himself and his family. Library work among defectives, inmates of prisons, the insane, the sick and crippled in state and county hospitals, and among the colored races, both black and yellow, will also be considered at this session.

Farmers, artisans and housekeepers—how the message of the book is being carried to these classes, will be the theme of the Wednesday session. What the library is doing to help housekeepers has, we believe, never been treated at an A. L. A. conference, but it is well worthy of consideration, and the Association hopes to have a woman, notable in the field of economics, as the exponent of this theme.

The next session will show how the efficiency of modern business has been applied to our legislative methods, the drafting of bills and the preparation of city ordinances, through the legislative and municipal reference bureaus, which are so rapidly becoming important departments of our state and large city libraries. On the same business methods have been established the business branches and the rooms specially set apart for civic subjects. This will be the theme for a paper, as will also the rapidly developing function of the special library of the corporation or business firm.

Work for the children, in its twofold aspect, in the public library and in the public school, will be Friday's theme. The purport of these papers will be to show the changing conditions of child life in modern civilization and what the library is doing to meet the effects of these changes. Work in high and normal schools will receive particular attention in other papers.

The closing session will appropriately deal with "the world of books," leaving in the minds of those present at the conference renewed emphasis of our central aim, and giving expression to our belief in the efficacy of the printed page. One or two bookish papers by connoisseurs of the art of literary discrimination will be listened to with interest, and a short, snappy book symposium, perhaps, will close the session.

#### REGISTRATION FOR LIBRARY POSITIONS

THE executive office of the American Library Association has prepared a registration form for those wishing to register a desire for change of position. A copy of the blank will be sent to any member of the Association requesting it. Applicant is requested to enclose a two-cent stamp for reply. While no guarantee of assistance can, of course, be

made by the headquarters office, it is well for those wishing for sufficient reasons to change positions to have their desire registered with the secretary of the A. L. A. Information furnished will be considered as confidential and used only for purposes intended by the applicant.

Questions asked in the blank are as follows:

Date of this registration

Name in full

Address (permanent)

Address (temporary, or until)

State fully all schools (above grammar grade) and colleges or universities you have attended, with period of attendance at each

Degrees, when and where obtained

Have you traveled abroad? When? Where? How long?

Languages you read easily

Languages you read with assistance of a dictionary

Library training and experience

Positions held, with approximate dates; and salary received

Nature of appointment desired

Salary expected

Part of country preferred

Physical condition

References

#### A. L. A. COMMITTEE ON BINDING

The publishers of the *Encyclopædia Britannica* are planning to publish a yearbook covering the year 1912, in a form to correspond with the India paper edition of the *Encyclopædia*. They are not planning to issue an edition on regular paper in a special binding for the use of libraries, but indicate a willingness to do this, provided there is sufficient demand for it. Librarians who prefer the regular edition in a special binding should write at once either to the publishers of the *Encyclopædia Britannica*, 116 West 32d street, New York City, or to the chairman of the A. L. A. Committee on binding, who will see that the protest is made to the publishers.

A. L. BAILEY, *Chairman,*

A. L. A. Committee on Binding,  
Wilmington (Del.) Institute Free Library.

#### REPRINT OF REPORT ON NEWSPRINT PAPER

The report of the A. L. A. committee on newsprint paper has been reprinted from the January *Bulletin* of the A. L. A., and any specified number of copies will be sent free from the headquarters office to those who can use them to advantage in the campaign for better newspaper paper.

GEORGE B. UTLEY, *Secretary.*

## State Library Commissions

### OREGON LIBRARY COMMISSION

The fourth biennial report of the Oregon Library Commission chronicles no "new experiments or undertakings, but simply explains once more what is being done and what needs to be done towards supplying the people of Oregon with the books they want and ought to have, and outlines briefly the history of the library part of the wonderful educational development of the state during the past two years."

1. As a state lending library (a mail-order library), the commission has sent out 44,849 books, pamphlets and clippings, these books having been circulated through the traveling libraries and from the general loan system, the debate libraries and the reference collection. Most of these books have been reissued from local centers. It is impossible to give the total circulation to individuals, as there are no records kept except for the traveling library books, the circulation of which has been 63,704. There are 105 new traveling library stations, or branches of the commission library; 2750 books have been added in traveling library units, and 22,785 volumes, cleaned, mended and fumigated, have been shipped. The commission now has a library of 24,000 books and pamphlets, and 11,300 classified clippings, supplementing them and bringing to date the information upon public questions.

2. As a state reference library, 20,064 volumes and pamphlets have been loaned to schools, debating societies and granges.

3. As a center for school library work, the commission has examined hundreds of books annually, in order to select the very best for the school list, acting as agent for the annual purchase of books required by law (having bought 58,388 volumes for schools during the period covered by this report, at a saving of over \$11,000 through this centralized buying, as compared with buying by individual districts), and in issuing publications which are intended to make these volumes most serviceable to the teachers and pupils.

4. As an advisory board and clearing house for public libraries of the state, the commission has carried out the provisions of the law to the extent allowed by its appropriation.

All these lines of work have been greatly extended during the past two years, and nine new public library buildings have been erected.

The commission asks for more money to carry on its work, and more room to handle the 15,000 books continually being received and sent out.

### MINNESOTA PUBLIC LIBRARY COMMISSION

The report of the Minnesota Library Commission for the nineteen months ending July, 1912, gives first in detail the library situation all over the state, with illustrated accounts of new libraries established, and, second, the



report of the traveling libraries. The commission has organized, reorganized or cataloged 27 libraries, held round-tables, established and developed libraries in charitable and penal institutions, conducted a six-weeks' course in library methods as a department of the University Summer School, sent out exhibits and worked with high, normal and agricultural schools along library lines.

Fifty-two libraries have been founded since 1900, and ten more circulating libraries than in 1910.

"There are now only ten incorporated places, having a population of over 2000, which have no public library, and four of these . . . have access to libraries in nearby cities, leaving but six places of this size which have no access to libraries. . . . Of the 86 counties in the state, there are 18 which have no permanent library foundation. These are for the most part the newer, sparsely settled counties, only one of which has a total population of over 20,000. There are, in round numbers, about 800,000 volumes in public and traveling libraries of the state, but as the majority of these books are in the larger cities, and so large a proportion of our population live in rural communities, statistics show that about one million people in Minnesota have no access to books, except as these are provided in the school libraries, which contain 1,422,628 volumes."

In the traveling libraries, there are 26,448 volumes, with a circulation of 113,453.

#### IOWA LIBRARY COMMISSION REPORT

Library work in Iowa has reached the period of steady growth, and the report for the years 1910-1912 deals "not so much with an enumeration of new fields that have been entered and new libraries established, but more with the strengthening and deepening of the influence of public libraries in the various communities where they have existed for a sufficient number of years to have made a place for themselves in community life and to be recognized as educational agencies."

The number of free public libraries in the state on the municipal tax basis has now reached 112. Fourteen of the 99 counties of the state are now without free public libraries supported by taxation. Thirteen library buildings have been built by Mr. Carnegie during the past two years, and about forty subscription libraries are in operation. The State Board of Control of the State Institutions has restored the position of supervising librarian of state institutions.

In discussing general library laws, the report makes several recommendations as to the number of library trustees, raising the maximum tax levy to at least five mills, and comments upon the need of definitive legislation as to the status of the library in commission governed cities.

The work of the Traveling Library has in-

creased to a circulation of 58,196. There are 22,823 books in the collection and 278 new stations have been registered. Of these 134 are from schools and 80 from clubs. The Summer School for Library Training, held in connection with the summer session of the State University, was held in 1911, but temporarily discontinued in 1912.

#### PENNSYLVANIA FREE LIBRARY COMMISSION

The Pennsylvania Free Library Commission, in *Library Notes* for January, reports for the year a "steady advance all along the line." Braddock, Montrose and other towns are extending branches outside their own areas; from the library of Montrose, a system of traveling libraries, with thirty-eight stations, covers a whole county. The consulting librarian has visited 135 libraries, made 190 visits, attended 11 library meetings within the station and 49 meetings for promoting, reorganizing, etc. 390 traveling libraries have been loaned, with 18,181 volumes, including loans to public libraries. Nine new libraries were opened to the public, and six reorganized either partially or entirely.

### State Library Associations

#### CONNECTICUT LIBRARY ASSOCIATION

The annual meeting of the Connecticut Library Association was held at Stamford, Feb. 20, 1913, in the Presbyterian Church, next to the Ferguson Library. Rev. J. Smith Dodge gave an address of welcome, mentioning also facts of interest in connection with the history and present condition of the Ferguson Library. It was founded through the generosity of John Day Ferguson, who gave \$10,000 to establish it. Later, other citizens erected a beautiful and convenient library building, for which the city had given a good site, and now also appropriates \$10,000 a year for the maintenance of the library.

Miss Margaret B. Foley, head of the reference room in the Hartford Public Library, read a paper on the use of Connecticut documents in a small library. Miss Foley emphasized the value of the state register and the revised statutes for every library. The pamphlets of the Connecticut Public Library committee are of great use, and the State Board of Education furnishes important lists and bulletins. Bulletins of the agricultural experiment stations and the Geological and Natural History Commission give valuable and attractive material for school work.

"What I have a right to expect from a public library" was the subject of five ten-minute talks which followed. Mr. Ira T. Chapman, of South Norwalk, a school superintendent, declared it very proper for the library to devote considerable attention to the immature members of society, the children in



schools, in order that they may become intelligent mature users of the library. He urged that both school and library study carefully local conditions and cooperate to guide children to an appreciation of literature.

Mrs. Louis K. Gould, of Bridgeport, gave the opinion of several clubwomen, who expect from the public library standard works, new books on government and household economics, all good; also all popular fiction, the latest books for students of art, the drama and history, plenty of magazines and music scores. Mrs. Gould, on behalf of all women who use the library, desires, in addition to a good catalog, open shelves and trained librarians, that the library should be thoroughly clean, well lighted, well ventilated, well fumigated, and the reading and reference rooms quiet.

H. R. Hunting, of Springfield, as a business man, said that he had noticed a lack of business methods in some smaller towns. He thinks a competent librarian should decide what books to buy, without waiting for meetings of book committee, and believes that business men are often glad to contribute money for technical books.

Mrs. Alfred T. Child, of the Housekeeping Experiment Station, Stamford, believes that in the next five years a great deal will be written on the subject of household economy; she expressed the hope that libraries will get the best books on the subject, and see that they are well classified and circulated.

Schuyler Merritt, of Stamford, spoke as a manufacturer. He referred to the changed conditions in the industrial world—that now employers deal with their employees not as individual workmen, but as a mass of men, who are almost a part of the machinery. But the library should keep these men from losing their individuality by refreshing their minds and making them read and think sanely for themselves.

By invitation of the trustees of the Ferguson Library, the association had luncheon in the Baptist Church.

In the afternoon, after the report of the nominating committee, composed of Prof. W. J. James, of Wesleyan University; Miss Dotha Stone Pinneo, of Norwalk, and Miss Helen K. Gay, of New London, the following officers were elected: President, Walter B. Briggs, of Hartford; vice-presidents, Charles S. Thayer, of Hartford; Mrs. F. H. Dart, of Niantic; S. P. Willard, of Colchester; Mrs. Lily Gunn Smith, of Washington; General W. A. Aiken, of Norwich; secretary, Miss Edith McHarg Steele, of Waterbury; treasurer, Miss Lilian M. Stedman, of Suffield.

Resolutions relative to the extension of parcel post privileges to library books were adopted.

Miss Annie Carroll Moore, supervisor of work with children in the New York Public Library, was the speaker of the afternoon

session. Miss Moore spoke first of her indebtedness to Miss Hewins, and referred to a pamphlet, "Books for the young," prepared by Miss Hewins in 1882. She said that the New York Public Library continually consults with Miss Hewins on matters connected with the choice of children's literature for special purposes, and that we all realize our dependence upon her knowledge and experience. Very effective lantern slides were used by Miss Moore to illustrate her talk on the work which New York is doing for children through its forty or more branches. Pictures were shown of children's rooms swarming with visitors, and of roof gardens where children are pleasantly accommodated in summer time. Groups of boys and girls were seen listening to stories in English, while others were being entertained by stories told in foreign tongues, such as Russian, Italian and Bohemian.

After a vote of thanks had been given to the trustees of the Ferguson Library, the members adjourned to visit the library building.

HARRIET S. WRIGHT, *Secretary*.

#### DISTRICT OF COLUMBIA LIBRARY ASSOCIATION

At the January meeting of the association, January 15, Mr. Robert A. Church, of the Navy Department, read a short paper on "Ship libraries of the United States Navy." Mr. Church gave a very interesting account of the nature of the libraries provided for the officers and the crews, and of the influence which these libraries have had in lessening the amount of loafing and idling in leisure hours. Offenses against discipline are much less frequent than formerly, and the general spirit of the men is much improved.

The late Mr. August Donath, Superintendent of Documents, then spoke briefly on "The use and distribution of public documents." The new system of centralizing the distribution of documents in the printing office is a step in the right direction and has done much to secure greater economy by preventing, to some extent, the duplication of names on various mailing lists. Mr. Donath was followed by Mr. Alton P. Tisdell, assistant superintendent of documents, who spoke on various features of the use of documents. He deplored the three obstacles which have always stood in the way of the proper use of government publications, namely, the lack of proper working tools, the faulty methods of publication, and the faulty methods of distribution. The use of documents has very materially increased, however, in recent years, on account of the greater publicity given them, and the Smoot bill, then before Congress, contains many much-needed provisions.

The February meeting was held at the Public Library, February 19. The speaker was Dr. Frederick A. Cleveland, chairman of the President's commission on economy and efficiency. Dr. Cleveland gave a very inter-

esting account of the work of the commission. After noting briefly the nature and immense scope of the work expected of the commission, he described the method in which they had made their initial survey of the task before them, itself requiring about six months, and then described the methods by which they have done their work. Dr. Cleveland then described at some length the nature of the investigation made of one department of the government and the results of this investigation.

After Dr. Cleveland's talk there were many questions raised, and opportunity was then given those present to examine a collection of various forms used in the different departmental libraries, which had been collected for the purpose of exhibition in connection with this meeting.

#### NEW YORK HIGH SCHOOL LIBRARIANS' ASSOCIATION

The third meeting for the year 1912-1913 of the New York High School Librarians Association was held on Friday afternoon, Feb. 14, 1913, at the Washington Irving High School.

Following the regular order of business, with election of officers, the meeting was addressed by Miss June R. Donnelly, who turned her talk into a helpful round-table discussion of the various methods adopted to influence the reading habits of the large groups of students that seek the library in the crowded city schools.

The last meeting of the year will be held early in May, and it is to be addressed by Mr. Sherman Williams, of the New York State Education Department.

SARAH E. ANNETT, *Secretary*.

#### WISCONSIN LIBRARY ASSOCIATION

The twenty-second annual meeting of the Wisconsin Library Association was held at Wausau, March 5-7, 1913. The first session was opened on Wednesday afternoon at the Court House, with a round-table conducted by Miss Mary E. Hazeltine on books that are "as interesting as a novel."

A letter from Mr. W. E. Curtis, of Wausau, was read on the use of books on efficiency. He outlined briefly the Emerson system of efficiency. The Hon. J. M. Whitehead, of Janesville, described the best books on missions, and told of the good work the authors of these books had done and were still doing for the cause.

At the evening session Mr. John Callahan, president of the Wisconsin Teachers' Association, delivered an address on "Educating all the people all the time." The last address for the evening was on "International peace," by Mr. Silas Evans, president of Ripon College.

After the session, the board of trustees of the Wausau Public Library entertained at an informal reception at the Public Library.

On Thursday morning the meeting opened

at the Court House, with an address of welcome in behalf of the city by F. P. Regner, city attorney of Wausau. Mr. C. E. Turner also spoke briefly, welcoming the library workers. Then followed the address of the Hon. W. H. Hatton, of New London, president of the association. A paper on the selection of fiction, by Miss Elva L. Bascom, editor of the A. L. A. *Booklist*, was most interesting.

Miss Mary E. Dousman spoke on "The child and his book," and Miss Martha Dunn, of Stanley, sent a paper in which she outlined the possibilities of work for children in a small library. Miss Katharine Barker, of Merrill, gave an interesting account of the story hour for older children. "Children and consideration for others" was the subject of a paper by Miss Mabel Smith, of Watertown, in which she related her experiences with discipline in the library.

Miss Cecile M. Fennelly, of Ashland, spoke on "Winning friends for the library." She gave various means of publicity now used in order to increase interest in the library.

"The budget justified" was the subject of a talk by Miss L. E. Stearns, of Madison. By means of charts, the numerous activities of a library were illustrated, and it was also shown that amounts appropriated for schools in the last seven years had increased 150 per cent., that for general expenses about 100 per cent., and for libraries only 40 per cent.

The keynote of the afternoon session was the advisability of opening the library to country borrowers. Mr. M. S. Dudgeon gave a talk on "Why should we open our library to country borrowers?" He treated the subject from a business standpoint, and called attention to the benefits derived by the merchants from frequent visits of country patrons to the city.

Prof. C. E. Hulten, of Park Falls, delivered a paper on "What our country neighbors read." He spoke of the average periodicals in the homes and the need of stimulating reading through schools and libraries.

"What the city librarian can do for country readers" was discussed by Miss E. B. McDonald, superintendent of schools of Oconto county. She outlined ways and means of bringing country teachers in touch with the library. The closing feature of the afternoon session was a round-table on "What we are doing to get country readers," conducted by Miss Van Buren, of Madison. Reports from Miss Lansing, Neenah; Miss Hamilton, Whitewater; Miss Barker, Merrill; Miss Allen, Rhinelander; and Miss Dunn, Stanley, were heard. Immediately after the close of the session, the association was entertained at an afternoon tea by the Ladies' Literary Club at the Wausau Club.

The evening meeting took place at the Methodist Church, and consisted of music by the Ladies' Quartette and a reading of Sheridan's "The rivals." The reading was followed

by a brief address by Mr. Ewing, urging upon the public the advantages of such dramatic readings.

The closing session on Friday morning opened with a business meeting. The nominating committee made the following report: President, Miss Mary A. Smith, Public Library, Madison; vice-president, Mr. W. K. Coffin, Eau Claire; secretary, Miss Gertrude Cobb, Janesville Public Library; treasurer, Mrs. F. D. Short, Normal School, Stevens Point. The report of the committee was unanimously accepted.

Invitations for the next state meeting were received from Green Bay, Marinette and Eau Claire. The choice of a meeting-place and the question of changing the time of meeting from the spring to the fall of the year were left to the executive board.

"Closer contact of library and community" was a paper presented by Prof. C. C. Marsh, of Antigo. Miss Dousman, of Milwaukee, told of a plan by which the services of teachers are secured for the children's room on Saturday. They are paid at the same rate as for teaching services.

A paper on "The local bookdealer, the library and the reading public," by Miss Zana K. Miller, of Madison, was read by Miss Morgan. Mr. P. Wolter, of the A. C. McClurg Book Company, gave a brief talk on business methods in ordering books.

The meeting closed with a question box, conducted by Miss Helen Turvill, of Madison.

JULIA RUFF, Secretary.

#### GEORGIA LIBRARY ASSOCIATION

At the tenth meeting of the Georgia Library Association, which will be held in Carnegie Library of Atlanta, April 28-29, Dr. Arthur E. Bostwick, of St. Louis, will deliver the principal address.

### Library Clubs

#### NEW YORK LIBRARY CLUB

The March meeting of the New York Library Club was called to order at 8:30 p.m., Thursday, March 13, in the lecture room of the 23d street Y. M. C. A., Mr. Frederick C. Hicks, president, in the chair. After the transaction of the ordinary routine business, including the acceptance of the minutes of the January meeting as printed in the LIBRARY JOURNAL for February, and the election of eight new members, the president spoke of the death of Dr. John Shaw Billings, director of the New York Public Library, and member and former president of the Library Club, and said that before proceeding to the discussion of the set program he would throw the meeting open for those tributes of respect which members of the club would wish to pay to Dr. Billings' memory. A report of that part of the meeting, including the memorial reso-

lution adopted, is printed in full in another part of the LIBRARY JOURNAL.

The March meeting was the fourth in the club's series of meetings on the "Relation of libraries to the great movement of the world to-day," and the special subject of the regular program was "The relation of libraries to the publicity movement." Mr. Hicks introduced as the first speaker of the evening Dr. Talcott Williams, director of the School of Journalism, Columbia University, who spoke on

#### Libraries and the public press

Dr. Williams' able and witty address dealt primarily with the great need for more up-to-date information on topics of current interest in the collections of most libraries, and made many interesting suggestions for the improvement of the ordinary collections of current information, illustrated by examples of methods and devices used in his own fine "journalist's library." Dr. Williams said in part:

"In the work of the world it is the present, not the past, that is important. It is not the past that decides the present, but the present that makes the past. Colloquially, it is the 'is-er,' not the 'was-er' who arrives. The man who is studying the present police situation in New York does not need the reports of some former royal commission on English police systems, or the historical records of the French Revolution, but does need the account of the Becker trial and the even more recent investigations. For up-to-date information on dirigibles he needs, not some book published last year, but a recent number of the *Illustrated London News*. Such information, while it is recent and most serviceable, is found only in newspapers.

"An ordinary newspaper has each day from 600 to 1000 separate articles—all *unindexed*. And this bulk is constantly increasing. Thirty years ago the *Philadelphia Press* for one year weighed 25 pounds. To-day it would weigh 175 pounds. Yet in that great mass, unindexed, lies the supply of information about the present. Some few newspaper offices keep such information carefully clipped and indexed up to within a week."

Dr. Williams then spoke enthusiastically of the merits of the D. C. as a method of arranging newspaper clippings, laying stress upon the ease and exactness of its close classification, made possible by the many combinations of numbers allowed.

As an instance of the ease with which indexing of clippings can be done by a reader of long experience, Dr. Williams referred to his own habit of assigning classification numbers to articles in the evening paper while hanging on a strap in a crowded subway train, and then gave an example of "lightning classification" of articles from an evening paper which he had with him, assigning as quickly as he could write them down such numbers as 972.108324 1913, present relations of United

States and Mexico; 949608324 1913, present Balkan war; 613737897471/1913, plans for a New York City stadium; and many others. The rapid worker, Dr. Williams said, could in from thirty minutes to one hour classify for filing all the material which ought to be preserved in the principal New York papers of one day, and thus anticipate by months or even years the publication of the government reports at Washington. A system of that sort would make a library a storehouse where ammunition would always be on hand for instant use on the firing line.

The second speaker on the program was to have been Dr. William H. Allen, director of the Bureau of Municipal Research, New York. In the absence of Dr. Allen, who had been suddenly called from the city, Mr. Leo Arnstein, secretary of the Borough of Manhattan, spoke on

*The Municipal Research Library and publicity in public affairs*

The fight for such a reference library, Mr. Arnstein said, dates back to 1910, when the Budget publicity committee was formed to watch over the fight for a budget. From that committee developed the Municipal Museum, the Municipal Reference Library and the Bureau of Municipal Research.

In municipal and public work publicity is necessary. It is sometimes said in praise of a man that he does things and does not talk about them. But to exercise the best and widest influence the things which he does must be talked about, or many of the good results which they might accomplish will be lost. The budget exhibit was worked up because it was thought that the public ought to know what the city administration was trying to accomplish. Publication of reports is not enough. Statistical tables and complicated reports are buried in files of the *City Record* and are unintelligible to the man in the street, unless some publicity bureau digests, compares, and diagrams them. The municipal research library therefore should have as its first duty publicity—the making visible to the citizens the things which are done in the city. Newspapers will frequently analyze reports, but such analysis is not always interesting to the ordinary reader. To make such information interesting and graphic, so as to arrest and hold attention, is the work of the municipal reference library.

As city problems develop and change every day, information must be kept constantly up-to-date and the record of things done or information collected in the past must be complete. There should always be records of past administrations for the benefit of future administrations. A municipal reference library therefore should have two principal duties: (1) to collect and store such information on municipal problems and activity; and (2) to push it out so that the public will get the benefit of it.

Such a reference library may be either a separate institution or a part of the public library, but should in any case be near the city offices, so that information which is needed at once can be supplied at once.

As an example of the idea of spreading information, Mr. Arnstein mentioned the daily bulletin plan of the Public Service Library, by which each man working for the Public Service Commission is informed each day of new articles in his line which have appeared. In conclusion the speaker compared the publicity movement and the new diplomacy. The idea of the old diplomacy was to throw dust in an opponent's eyes; that of the modern, or shirtsleeve diplomacy, is to put all the cards on the table and not try to fool an adversary. The idea of the publicity movement in municipal affairs is that it pays to take the people into one's confidence, and an important means of doing this is found in the Municipal Reference Library.

In the absence of Mr. John Cotton Dana, librarian of the Newark Public Library, his paper on "The public library and publicity in municipal affairs" was read by Mr. Hicks.

After a vote of thanks to the speakers of the evening and to the authorities of the Young Men's Christian Association, the meeting adjourned.

ISIDORE G. MUDGE, Secretary.

*THE CHICAGO LIBRARY CLUB*

The Chicago Library Club had the pleasure of having Miss Lutie E. Stearns, of the Wisconsin Free Library Commission, with them at the March meeting. Although the weather was very inclement, a large number were present to enjoy Miss Stearns' talk on "The library in a social survey."

Miss Stearns had charts showing the relative position of the library as a social factor in different communities; also one to indicate the inadequate and disproportionate appropriation, as compared with other institutions; and one large and ingenious affair, made by a librarian in New York state, indicated graphically the social relationship of the families which were in the range of her influence, showing their church and club affiliations and those reached by the library. One point the speaker made very emphatic was the unique opportunity the library had of reaching all without regard to class, religion, etc., because of its non-partisan, non-sectarian attitude. Then she told what the commission has done and hopes to do in establishing libraries in Wisconsin. Now there is only one town of 2500 inhabitants in that state that does not have its own public library. The plan is to have in every county a library at the county seat, with branches at the rural schools. In time, they hope to have these connected by telephone with the central library, and a regular system of delivery throughout the county. After that, there will be only one more thing to look forward to—to have official readers, who will go from house to house



to read the books to the people who are too tired to read to themselves.

HELEN HUCHINSON, *Secretary*.

#### THE WESTERN MASSACHUSETTS LIBRARY CLUB

The annual midwinter meeting of the Western Massachusetts Library Club was held in Northampton, Feb. 13. About one hundred members were present. The morning session at the Forbes Library was opened with a discussion of "The best books of the year for small libraries." This discussion was based upon a list compiled by the club and printed in the *Springfield Republican*, of which reprints had been made and distributed. Professor Herbert Vaughn Abbott, of Smith College, then delivered a scholarly address on "Lafcadio Hearn," which closed the morning session. After luncheon and a visit to the Hillyer Art Gallery and other Smith College buildings, the members met at the Smith College Library and listened to an inspiring talk on the "Higher note in Tennyson," given by Rev. Dr. Neil McPherson. This was followed by an organ recital in John M. Green Hall, Smith College.

ALICE K. MOORE, *Secretary*.

### Library Schools and Training Classes

#### COLUMBIA UNIVERSITY SUMMER SESSION

The Columbia University Summer Library School will be held July 7-August 15. Courses in library economy give instruction in bibliography, government documents, cataloging, classification and administration, with special reference to the school, college and university library.

*Administration of the school library* will be given by Miss Mary De Bure McCurdy, supervisor of schools division, Carnegie Library of Pittsburgh, as follows: The place of the library in the educational system, including coöperation with public, institutional, high and normal schools; Books in graded schools, including classroom libraries, methods of charging books, book selection, etc.; High school library administration; Work with normal school teachers and pupils; Methods of drawing attention to good books; Instruction in the use of the library. This course will include lectures on "The child's own library," by Miss Clara W. Hunt, superintendent of the children's department, Brooklyn Public Library; and on the "School department, Free Public Library, Newark," by Miss Louise Connolly.

*Administration of the college library*, by Mr. Keogh, reference librarian, Yale University; Mr. Frederick C. Hicks, assistant librarian, Columbia University; and the supervisors of departments, Columbia University Library. Five lectures on a university

library in its relation to the governing board, the faculty, the graduate and professional student, the undergraduate and the public, by Mr. Keogh; "The book and the reader," five lectures, Mr. Hicks.

*Government documents*, federal and state, their acquisition, arrangements and use as reference material, 15 lectures, including problem seminars, by Miss Isadore G. Mudge, reference librarian, Columbia University.

*History of the art of bookmaking*. Miss Ruth S. Grannis, librarian of the Grolier Club; The printing of a book, Mr. John Cotton Dana, librarian, Free Public Library, Newark.

*Bibliography*, general and national, Miss Helen Rex Keller, Columbia University Library; with special lectures on bibliography by Mr. Andrew Keogh, reference librarian, Yale University Library, and professors of Columbia University.

*Reference work*: Collection of reference material; how to run down quotations; lectures and problems on reference books, encyclopedias, indexes to periodicals, annuals, etc., by Miss Mudge.

*Cataloging, classification*, Miss Keller, Miss Charlotte B. Norton, reviser, Columbia University Library. Lectures and practice work in dictionary cataloging and decimal classification; the making of a "sample catalog."

The tuition fee for any course or courses is \$30, with a registration fee of \$5.

Students are permitted to take all courses in library economy, or a combination of courses selected from this subject and other departments of the summer session, aggregating not more than seven points.

For complete statement of courses and all particulars, write for announcement of the summer session to the Secretary of Columbia University, New York, N. Y.

#### SUMMER SESSION OF THE NEW YORK STATE LIBRARY SCHOOL

The six-weeks' summer session of the New York State Library School will be resumed this summer after a two-years' interruption, due to the destruction of the State Library in 1911. The course will begin Wednesday, June 4 and close Friday, July 18, 1913.

A general course, covering the essentials of book ordering, cataloging and classification, loan work, reference work, selection of books, etc., will be given, and an attempt will be made to emphasize those points on which experience has shown small libraries to be in most need of assistance. A special feature this year will be the course of thirteen lectures on work with children which is given in the regular course of the State Library School under the general direction of Miss Clara W. Hunt, superintendent of children's work of the Brooklyn Public Library. This will deal with the selection of books for children's reading, as well as with the administrative side of children's work, and will be of



use to teacher-librarians as well as to librarians and assistants in public libraries. It will be open to all students in the summer school.

As the aim of the course is training for better work in present positions, and not a short road to new positions, admission is limited to those already in library work or under definite written appointment to library positions. A few school librarians or teachers in New York state, whose time is largely occupied with the care of school libraries, will be admitted on written statement of their principals or superintendents that they are so employed.

No charge for tuition is made to residents of New York state. Others pay twenty dollars for the course. Only a limited number of students can be accommodated, and early application will be necessary to insure admission. Residents of New York state will be given preference in admission, provided their applications are received in time to be considered before the full number of accepted candidates is definitely made up.

A special circular, giving further information, may be obtained on application to the Registrar, State Library School, Albany, N. Y.

#### PRATT INSTITUTE SCHOOL OF LIBRARY SCIENCE

The spring trip this year includes visits to Albany, Troy, Springfield, Worcester, Boston (including Brookline, Somerville, Cambridge and Medford), Providence and New Haven. Miss Gooch will conduct a party to Albany, and the vice-director will meet them at Springfield for the remainder of the trip.

The graduates of the school who were present at the Atlantic City meeting dined together on Sunday, March 2.

The lecturers for the past month have been Mr. Leon M. Solis-Cohen, librarian of Traveling Libraries, Brooklyn Public Library, who gave two lectures on branch administration, including the making of schedules; Mr. Frederick W. Jenkins, of the Sage Foundation Library, who gave a lecture of absorbing interest on the libraries of prisons and reformatory institutions, based upon recent first-hand experience in starting library work on Blackwells Island; Miss Mary E. Hall, Pratt, '05, librarian of the Girls' High School, in Brooklyn, who talked on the work of high school libraries; and Mr. Andrew Keogh, reference librarian at Yale University. Mr. Keogh's subject was "Some problems in the administration of a university library."

Among the practical problems given in connection with the course in book selection this term, has been the selection of ten inspiring biographies of modern women for the list of recommended reading to be given to a chapter of Campfire Girls. By combining the individual lists handed in by the students, a very good bibliography of the biographies of modern women has been made which we hope to

print shortly in the *Quarterly Booklist* of the Pratt Institute Free Library.

Another of the problems has been the selection, by request, of fifty recent books of non-fiction for the Young Women's Christian Association in Brooklyn, and a third was a purchase of twenty-five dollars' worth of recent dramatic literature. We are very glad of real problems of this sort, as the knowledge that the results are to be actually used makes the work of far greater interest to the students.

Among the visitors to the school during the past month have been Miss Katherine Dame, '00, now cataloger in the New York State Library; Miss Jessie Welles, '09, superintendent of circulation of the Pittsburgh Public Library; and Mr. Reuben Gold Thwaites, librarian of the Wisconsin Historical Society Library.

#### ALUMNI NOTES

The school has heard with great regret of the deaths of Miss Susan C. Foot, '94, and Miss Bertha S. Wildman, '09.

Miss Elizabeth L. Parker, '09, has been made children's librarian of the Webster Branch of the New York Public Library.

Miss Marguerite Baldwin, '09, is engaged as cataloger at Columbia University for the rest of the current year.

Miss Alice Willigerod, '11, since graduation head of the circulation department of the East Orange Public Library, has been appointed librarian of the Hazleton, Pa., Public Library.

Miss Helen E. Crippen, '12, has been at work in the reference department of the Denver Public Library during the winter.

JOSEPHINE ADAMS RATHBONE,  
Vice-Director.

#### CARNEGIE LIBRARY OF PITTSBURGH TRAINING SCHOOL FOR CHILDREN'S LIBRARIANS

The school closed March 19 for the Easter vacation, and reopened for the spring term March 25.

In connection with the course in lending systems, the Training School students visited the Carnegie Free Library, Homestead; also the libraries of the Pittsburgh University, Davis', Hays' and Henrici's bookstores and inspected the charging systems.

Courses bulletined for the spring term are:

#### JUNIOR

"Ordering and accessioning," Mr. C. T. Hewitt.

"Elements of parliamentary law," Mr. Wm. A. Jordan.

"Cataloging," Miss Bertha T. Randall.

"Library buildings," Mr. Harrison W. Craver.

"Work with schools," Miss Mary de Bure McCurdy.

"Home libraries," Miss Louise Singley.

"Printing and binding," Mr. Arthur Scott.

"Preparation of copy for printer," Miss Irene Stewart.

"Public speaking," lecturer not announced yet.

For the book selection course, which extends throughout the year, the lectures will be given by:

Miss Gertrude Blanchard, "Travel books for children."

Miss Hannah C. Ellis, "Poetry and art books for children."

Miss Elva S. Smith, "Editions."

Mr. E. H. McClelland, "Technical books for boys."

Miss Whiteman also continues her course in story telling, taking up some of the great epics and other literature which may be told in cycles.

#### ALUMNAE NOTES

Kate Keith, '12, has resigned from the staff of the Carnegie Library of Pittsburgh. Her marriage to Mr. Lewis Lazell Beeken took place on Monday of Easter week.

Marie Elizabeth Wallace, '11, has been appointed to succeed Miss Keith as children's librarian in central children's room, Carnegie Library, Pittsburgh.

Ethel May Sevin, '09, has been appointed librarian of Mount Washington Branch, Carnegie Library of Pittsburgh, March 1, 1913.

Edith Louise Smith, '11, has been appointed to succeed Miss Sevin as children's librarian in Wylie Avenue Branch children's room, March 1, 1913.

Grace M. Starkey, '11, has been appointed children's librarian in the West End Branch children's room, Carnegie Library, Pittsburgh.

Lillian A. Sutherland, '08-'09, has been appointed head of children's department, Kansas City Public Library, Kansas City, Mo.

#### LIBRARY TRAINING SCHOOL, CARNEGIE LIBRARY OF ATLANTA

The Easter vacation begins on March 21, and the school reassembles on March 26. As already noted, Mrs. Scott will give her course of instruction at that time.

From April 28 to April 30, inclusive, the Georgia Library Association will hold its biennial meeting in Atlanta. The sessions will be held in the library school room, with the exception of one afternoon, when the association will adjourn for its meeting to the Anne Wallace Branch.

The principal out-of-town speaker will be Mr. Arthur E. Bestwick, librarian of the St. Louis Public Library, who will address the association at two of the meetings. Dr. Thomas M. Owen, state librarian of Alabama, will also be present, and give an address during one of the sessions.

The library activities of several of the surrounding states will be represented on the program, and the Library School students will be scheduled to attend all the meetings.

During the second term, the course was uninterrupted, except for the two regular holidays—General Robert E. Lee's Birthday and Washington's Birthday.

#### ALUMNI NOTES

Miss Susan M. Flournoy, '11, was appointed librarian of the public library of Tyler, Tex., during the month of February. Since her graduation, Miss Flournoy had been an assistant in the circulating department of the main library, New York.

Miss Susan Simonton, '07, was married at her home in Carrolton, Ga., to Alonzo Padgett, of Augusta, Ga., on February 11. Miss Simonton had held the position of librarian of the public library of Barnesville, Ga., for three years preceding her marriage.

Miss Mary Lambie, '07, resigned her position as assistant in charge of the children's room, Allegheny, Pa., during February. On the 6th of March, Miss Lambie was married to Franklin Ohler, of Emmitsburg, Md.

Miss Constance Kerschner, '07, who has served for nearly six years as cataloger in Yale University Library, has resigned her position, to take employment in the Library of Congress, where she has been assigned to the map department.

Miss Fanny Cook, '11, has resigned her position as assistant in charge of the Oakland City Branch, Carnegie Library of Atlanta, the resignation to take effect April 1. Her marriage to Grahame Williams, of Atlanta, will take place early in June.

DELIA FOREACRE SNEED, *Principal.*

#### LIBRARY SCHOOL OF THE UNIVERSITY OF WISCONSIN

The first semester closed January 28, with examinations in each subject. The courses in classification, elementary cataloging, loan administration, American trade bibliography, and library economy were completed, while those in reference and book selection will be continued to the end of the year. Lectures on publicity, children's work, including practice in story telling, and the routine of recataloging a library were given at this time to prepare the students for field practice. The following special lectures have been enjoyed since the last report:

"Work of the New York Bureau of Municipal Research," Dr. E. A. Fitzpatrick; "County library system of California," Mr. W. R. Watson; "The administration of the Brooklyn Public Library," Dr. Frank P. Hill; "Library training," Dr. Frank P. Hill; "Evaluation of books on political economy," Dr. T. S. Adams.

The second semester opened with two months of field practice.

#### SCHOOL NOTES

The school entertained informally for Miss Ahern on the occasion of her visit, December 4.

A dramatic reading of Sheridan's "Rivals" was given, December 18, as a Christmas masque for the enjoyment of the students and their guests. The parts were read by Prof. Pyre, Mrs. Jastrow, Dr. and Mrs.

Thwaites, Miss van Buren, Prof. Beatty, Prof. and Mrs. Cerf, Mr. Dudgeon and Mr. Speare.

On January 7, Dr. Frank P. Hill was the guest of the school at a tea in his honor. Miss Bascom entertained the class at a farewell tea in the booklist office on the last afternoon before field work began.

#### ALUMNI NOTES

Lena V. Brownell, '09, resigned, February 1, as cataloger in the Superior (Wis.) Public Library, and is now employed in the Portland (Ore.) Public Library.

Winnie Bucklin, '09, is librarian at Fargo, N. D., having resigned her position with The Indexers, Chicago.

Stella E. Hanson, '09, and Grace Lane, '09, began work, April 1, in the Sioux City (Ia.) Public Library. Miss Hanson resigns as assistant in the Franklin Branch Library, Minneapolis, to take charge of the circulating and branch work, and Miss Lane resigns as head cataloger at the University of North Dakota to undertake the recataloging of the Sioux City Library.

Lydia Kinsley, '07, resigned her position with the Lane Medical Library, San Francisco, and is in Los Angeles for the winter, having a temporary position to organize a private library.

Ruth Knowlton, '09, has resigned her position in the Clarinda (Ia.) Public Library.

Marion E. Potts, '12, has been elected assistant in the Wisconsin Legislative Reference Library.

#### NEW YORK PUBLIC LIBRARY—LIBRARY SCHOOL

Recent lecturers to the junior class have been Edward F. Stevens, Pratt Institute Free Library, on "Copyright" and "Bookbuying"; Zaidee Brown, Massachusetts Library Commission, "Library accounts"; Caroline Webster, New York State Library organizer, "Work of the organizer"; Annie Carroll Moore, New York Public Library, "Administration of the children's room"; Edward F. Tilton, New York, "Libraries from the architect's point of view"; William B. Gamble, New York Public Library, "Technological collections in libraries."

The third week in March was devoted chiefly to reviews and examinations. The seniors in advanced reference and cataloging are now at work in the reference catalog room for a several weeks' test. Those in the course for children's librarians have had a lecture from Miss Otis, assistant to Miss Moore, on the "Management of the children's room," and are making visits of observation to truant schools and to the various grades of the public schools.

Seniors in administration have had two lectures from Miss Caroline Webster on "How to promote and found a library," and "How to organize a library"; one from Miss Sarah B. Askew on "State library extension," and

three lectures from Mr. F. W. Jenkins, in conclusion of the course on civic questions.

Miss Mabel L. Abbott, of the senior class, goes to the Wellesley College Library, April 1, expecting to return here next spring to finish her course.

Miss Edith H. Crowell, also a senior, has been engaged as senior assistant by the East Orange Public Library, with the privilege of continuing her course in work for children.

The seniors of this year and certificate holders of last year met for a farewell dinner just before the spring vacation, to celebrate these first departures.

One of the juniors, an A.B., finds that a well-known college is willing to accept the following junior subjects, to the extent of 139 hours, as a help toward the degree of A.M.: Reference work, appraisal of fiction, English and foreign, periodicals, government documents, bibliography, book selection, technical French and technical German. Some of the work of the second year ought to carry one still further toward a degree in arts.

The school has had the pleasure of meeting, at its lectures and teas, some of the students of the New York State Library School now doing practice in the library.

The classes of this year and last realize to the full their good fortune in coming while it was still possible to have a welcome from Dr. Billings; and those who were here last year will not soon forget the eloquence of the charge he delivered to them in giving them their certificates.

MARY W. PLUMMER, *Principal*.

#### SIMMONS COLLEGE SUMMER LIBRARY CLASS

A general course will be given from July 8 to August 16, including cataloging, classification, library economy and reference. These courses are so arranged that they may be taken separately. The fee for the entire course is twenty dollars. Only librarians under appointment are admitted to the course.

In addition to the above general course, a special course in library work with children will be given for three weeks, beginning July 8, under the direction of Mrs. Mary E. S. Root, children's librarian of the Providence Public Library. This course will include administration of children's rooms, work with schools, and evaluation of children's literature. The charge will be fifteen dollars for the course. Librarians under appointment and kindergarten teachers will be admitted to this course, which will not be given for less than ten students.

Application for admission to the summer class should be made to the chairman of the library faculty of Simmons College.

#### ALUMNI NOTES

Charlotte G. Noyes, '11, has taken charge of the library of the General Electric Company, Schenectady, N. Y.

Christine Price, '12, who has been catalog-

ing in the Town Room in Boston, has joined the library staff of Williams College.

Mary Talbot, '12, has finished her work for the Massachusetts Library Commission, and has become assistant in the library of Phillips Academy, Exeter, N. H.

MARY E. ROBBINS, *Director*.

#### SYRACUSE UNIVERSITY LIBRARY SCHOOL

The second semester began Jan. 29. On March 6, C. W. Bardeen, publisher, addressed the school on "Observations on the use of libraries gleaned from experience," followed by an informal talk on "How to publish a book." On March 7 Miss Eliza Butler, representative of the national board of the Y. W. C. A., gave an interesting talk on "The librarian and the sealed book."

Since the last report the following lectures have been given before the senior class on the bibliography of special subjects:

Prof. William L. Gray, "Literature of botany."  
Prof. Charles G. Rogers, "Literature of biology and zoology."

Prof. F. A. Saunders, "Literature of physics."  
Dr. Hugh P. Baker, dean of the State Forestry College, "Forestry and its literature."

The directors will take the seniors, March 21 to April 1, on the annual trip to the libraries of Washington, Philadelphia and New York.

#### ALUMNI NOTES

Miss Adah Thomlinson, '10, formerly of the New York Public Library, has joined the staff of the Utica Public Library.

MARY J. SIRLEY, *Director*.

#### CHAUTAUQUA LIBRARY SCHOOL

The thirteenth annual session of the Chautauqua (N. Y.) Library School will be held July 5-August 15. The course of study is general, and is designed for librarians and library assistants who cannot leave their work for the extended course offered in the regular library schools, but who can get leave of absence for six weeks of study to gain a broader understanding of modern methods and ideals. This course is especially planned to accomplish the most possible in six weeks. Lectures and instruction will deal with library organization and administration, library technique, selection, buying and care of books, library building and equipment, statistics and accounts, library extension, work with children and study classes.

The special instructors will be supplemented by special lectures from time to time, and by the regular Chautauqua program, which offers, during the whole six weeks of the school, a series of lectures, concerts, readings and discussions.

The course is open only to those who are already engaged in library work or have definite appointment to library positions. It is limited to the number that can be given sat-

isfactory instruction and supervision. Early application should be made to Mary E. Downey, Columbus, O.

#### MCGILL UNIVERSITY SUMMER LIBRARY SCHOOL

The usual summer course in library training will be held this year in the McGill University Library, Montreal. It will open on Monday, June 23, next, and will continue for four weeks. The prime objects of the school are to help librarians of small libraries who have never had systematic training, and to enlarge the student's conception of what the library should stand for in the community.

The principal subjects of study will be classification (based on Cutter's Expansive classification), cataloging, reference work and book selection.

Further information may be obtained from C. H. Gould, librarian, McGill University, Montreal.

#### UNIVERSITY OF MICHIGAN SUMMER LIBRARY SCHOOL

The fifth annual session of the University of Michigan Summer Library School will open Monday, June 30, and continue to Friday, August 22. For fuller information, address Theodore Koch, director.

### Reviews

PHILLIPS, D. Rhys. The romantic history of the monastic libraries of Wales, from the fifth to the sixteenth centuries (Celtic and mediæval periods). Swansea (reprinted, with additions, from *The Library Association Record* for July and August, 1912), 62 p.

This work is of much more significance than the number of pages and the fact that it is a reprint from a periodical would lead one to suppose. It is, in fact, a model little contribution to library history, filled full of original information, set forth in excellent historical method.

The sixty-two pages are large and compact enough to allow of a total of some twenty-five or thirty thousand words, and the material is precisely that which one interested in library history wishes to have gathered together for his use. The detail as to the contents of the libraries is naturally fuller than that of their library economy, but there is a considerable amount on specific libraries and on statistics, as well as items concerning the borrowing, lending, stealing, pawning, selling and exhibition of books and the dispersion of libraries. Among other things there is also a most welcome page on the book wallets, best known in connection with the Irish, whose wallets Mr. Phillips supposes to have been copied from the Welsh. It would have added to the interest of this section and some others if the author had given specific references. The excellent two-page list of books con-



sulted will be of great usefulness to the student, but it does not take the place of specific references on a little-known topic like this, where details are wanted to trace possible connection with the book pouches of the Jews, Greeks and Egyptians.

E. C. RICHARDSON.

#### AMERICAN ART ANNUAL.

Vol. X. Florence N. Levy, editor. 1913. American Federation of Arts, 215 West 57th street, New York. 422 p.

The American Art Annual contains this year an article by Robert W. de Forest on "The importance of art museums in our smaller cities," which will be of interest to librarians everywhere, in view of the present discussion of the relations of museums and libraries to one another. Mr. de Forest summarizes the history of popular art exhibitions in this country, and makes a strong plea for active propaganda in behalf of small museums, on the same plan as the help given to philanthropic and social movements. The article is illustrated with seven photographs of exhibits, of which five were held in public library buildings.

For information desk use, the Annual has value in its reports of art museums and art societies, its list of professional art schools, its list of sculptors and of illustrators, and especially its 183-page list, "Who's who in art, a biographical directory of American painters, sculptors and illustrators." There are many fine illustrations through the lists and reports.

LIBRARIES AND LIBRARIANSHIP. By a mere librarian. Melbourne. Printed for the author. Unpaged. 1912.

An anonymous pamphlet of a score or more pages attacking the D. C. at its usual points of attack, and at some — such as the relative shelf location — which have of late years come to be accepted practically without question.

The author's principal plea is for more minute analysis (from a classification standpoint) of composite works. He argues, rightly of course, that to classify a work on three specific subjects under one of them or under a general head covering all of them, means a partial obscuration of the unchosen titles. (Of course, in any adequate system of cataloging, these other titles are properly brought out; but of this the writer apparently takes no notice.) He says that the logical complement of a relative location on the shelves is, not a dictionary catalog, but a classed catalog. To which it might be replied that the relative location itself and the card or sheet shelf list accompanying it, is, except for "analyticals," in itself a classed catalog of the library.

In criticising, the inventor of the D. C. for preferring the dictionary catalog this anonymous writer is somewhat far afield, for Mr. Dewey, unless we are mistaken, himself advo-

cates a classed catalog as being more scientific and more helpful to the trained worker, for the catalog of the New York State Library under his direction was a classed catalog. So far as we know, however, it was the only one of its kind in this country — certainly for a library of its size; for the general public undoubtedly prefers the dictionary form.

The pamphlet advocates a fixed location on the shelves and a classed catalog, analyzed and minute, on a modified D. C. basis, of the material in them. Not improbably many librarians, including the present writer, would in part at least agree with him; although the general public finds the relative location, collecting all the books of a given subject in one place on the shelves, too great a convenience to be easily foregone.

F. R.

EASTMAN, W. R. The library building. Chic. A. L. A. Pub. Bd., 1912. pap., 10 c.

Mr. W. R. Eastman has done a good service for libraries by printing in compact form his ideas on "Library buildings." His long experience in planning buildings for small communities enables him to be of great assistance to trustees of libraries throughout the country.

The only portion to which exception can be taken relates to the statement that because a library is constantly growing the building "must be so contrived as to suit a continual process of expansion." We are more inclined to agree with his note in another paragraph of the pamphlet that a certain limit to the capacity of the building must be set, and maintained by constant weeding out of deadwood.

Altogether, the manual will comprise an interesting chapter in the "Manual of library economy."

F. P. H.

EARLY PRINTED BOOKS IN THE LIBRARY OF ST. CATHARINE'S COLLEGE, CAMBRIDGE. By J. B. Bilderbeck, librarian, Cambridge, 1911. pp. 1-vi, 38 plates.

Since the wide newspaper discussion of the Hoe sale, old books have been promoted to the rank of admissible parlor conversation, and have ceased to be the foible of wealthy dilettanti. Readers of the LIBRARY JOURNAL, however, scarcely needed that stimulus to become interested in that most fascinating part of library work, the study of incunabula. The materials for the study lie largely in the various catalogs made from time to time of collections in universities or in private hands, and modern scientific methods have made most modern catalogs store-houses of full and precise descriptions.

A model in its way is the short catalog under review. Special features are the brief, but adequate, bibliography, pp. v-vi; the account of the provenience of each book, and, finally, the very full index of authors, printers, artists and inscribed names.



The collection is a small one, containing only 75 numbers. Of these, all but three are before 1521. The best known is, perhaps, no. 4, the Koberger Latin Bible (plates 1a, 1b), printed in Nürnberg by Anton Koberger in 1478. The copy is rebaked in its original boards and contains stamps of various designs. Another Koberger is no. 5, Schedel's *Liber Chronicarum*, printed in 1493.

Of Italian presses, the earliest is no. 7, a commentary on the Decretals, by Antonius de Butrio, printed at Venice by Johann of Cologne and Johann of Manthen. It is dated 1477 by Proctor (Index to the early printed books in the Brit. Mus. no. 4326), and appears in this library bound between two parts of a similar commentary by Nicolaus Panormitanus. The latter (no. 38) was printed in the same year, 1477, at Basel, by Michael Wenssler.

The Aldines are represented by three books—no. 26, a Greek dictionary, 1497; no. 27, an Aristophanes, 1498; and no. 28, a collection of short Aristotelian commentaries, by Ammonius, Magentenus and Michael Psellus. There is, further, no. 29, a commentary on the *Topica*, by Alexander of Aphrodisia, printed in 1513 by Aldo and Andrea of Asoli.

Another early Italian book is the Milanese *Cesar*, printed in 1478 by Felipe of Lavagna.

Swiss and French presses are represented principally by books later than 1500. No. 67 is a missal printed at Rouen in 1497 by Martin Morin.

Of English books, there is one Caxton (no. 71), which is later than July 2, 1482—the *Polychronicon* of Higden. This book is no. 49 in M. Seymour de Ricci's *Census of Caxtons*, and another copy is described in the catalog of Mr. Morgan's collection, vol. iii, 684-6. No. 72 is Lydgate's translation of Boccaccio's "Fall of princes," printed in 1494 by Richard Pynson (Morgan Collection, vol. iii, 753). No. 73 is Henry VIII's famous reply to Martin Luther, printed in 1521 by Pynson, a book which earned for Henry and his successors the title of Defender of the Faith. This book is especially noteworthy for its wood-cut border, which is a copy of one designed by the younger Holbein and first used in Froben's edition of Thomas More, 1518.

Two relatively late books of Wynkyn de Worde (nos. 74-75) complete the catalog. The former is Richard Whytford's "Rule of St. Augustyne both in latyn and englysshe," dated 1523; the latter is Whytford's "Martyrloge after the use of the church of Salysbury," of the year 1526.

MAX RADIN.

### Periodical and other Literature

"Eindrücke von einer amerikanischen Bibliotheksreise," von Dr. Paul Schwenke, Erster Direktor der Königl. Bibliothek, are now reprinted in a pamphlet of 43 pages from the *Zentralblatt für Bibliothekswesen*.

*New York Libraries*, February, contains, among articles on the general subject, "Institutional libraries"; "Possibilities of library work in state institutions," by Miriam E. Carey; "The library as a factor in the education of the prisoner," by O. F. Lewis; "Libraries in penal institutions of New York state"; "Prison libraries in New York City," by F. W. Jenkins; "Books for the prison library," by Elizabeth P. Clarke; "What prison library catalogs show," by Florence R. Curtis; "An opinion from an ex-convict"; "Right arm of the prison school," by Philander P. Claxton; "Symposium on prison libraries"; "Library work among the insane," by E. Kathleen Jones; "Summarized reports from the libraries of the penal, reformatory and charitable institutions of New York state"; "Recent state publications of interest to libraries," by C. B. Lester.

*Public Libraries*, March, contains "Some standard novels for the small library," by Sophie M. Coleman; "The advantages of a small library," by Harry L. Koopman; "Reference work in a small library," by F. K. Walter; "Library discipline," by Mrs. Kate W. Barney; and "What is the best encyclopædia?" by Ange V. Milner.

### ENGLISH

*The Library Assistant* for March has for its principal contents "Non-resident borrowers," by A. Cecil Piper.

*The Library Association Record* for Feb. 15, 1913, has an editorial note on "The reading-room loafer"; "Library advertising methods," by A. Cecil Piper; "Ladies' reading rooms," by William J. Willcock.

*The Library World*, February, contains "The elements of notation," by W. C. Berwick Sayers; "List of books published in reinforced or in special library bindings," by William McGill; "Some great printers and their work: Aldus," by A. Cecil Piper, and a "Note on alphabetical order," by H. G. Steele.

### FOREIGN

*Het Boek*, Feb. 15, prints "Eru zeldzaam Boekje. De weerliche tiefden tot oosse-mond."

*La Cultura Popolare*, March, has in its library section the following articles: "L'arte nel libro"; "La cultura popolare nei Paesi Scandinavi—III. Danimarca (Palmira Zaccaria)"; "Consigli patrici per la scelta dei libri"; "Contributi a un Catalogo ragionato."

*Zentralblatt für Bibliothekswesen*, February, contains the last number of Dr. P. Schwenke's "Eindrücke von einer amerikanischen Bibliotheksreise"; "Deutsche Nationalbibliothek, Königliche Bibliothek und Königliche Hof- und Stadtbibliothek München"; "Die John Rylands Library zu Manchester"; "Bestimmungen des Dr. Ed. Langerschen Bibliothek"

über Bucheinbände, ihre Erhaltung und Katalogisierung."

#### ADVERTISING.

Library advertising methods. By A. Cecil Piper. *Lib. Asso. Rec.*, F. 15, '13, p. 71-79.

To advertise, according to Murray, means to notify or make generally known. That is what the author thinks is wanted in connection with English libraries. The local press and lectures are fairly well known as means of advertising. Local learned societies should have their headquarters in the library building, debating societies should be circularized, and telephone inquiry departments developed. The librarian should keep in touch with all educational work in his area, and issue a magazine or bulletin that can be widely circulated. One of the most valuable means of advertising is the personal intercourse of the staff with the readers. Especially interesting articles and books should be mentioned to regular patrons, who often can be of especial scholarly service to the staff. Guide posts, posters, etc., and adequate notices in guide books are all important. Mention is made of many methods that are commonplaces in this country—exhibits, talks to school children, and library lessons. If libraries in England had been better advertised there would have been "no need for Mr. John Burns' recent disparaging remarks upon libraries, in which he said that 'he believed the time had come when men were tired of drenching the country with public libraries, and were beginning to realize that small gardens, parks and open spaces were better for the people.'"

#### READING ROOMS FOR WOMEN.

Ladies' reading rooms. By Wm. T. Willcock. *Lib. Asso. Rec.*, F. 15, '13, p. 80-84.

The following digest of a serious discussion of a question non-existent in this country will be of interest only as indicating the diversity of library problems in different countries. Apropos of press discussion of the subject of separate ladies' reading rooms, the author proves "(1) that, owing to the educational and economic advance of women, there exists no desire on the part of women themselves for separate reading rooms; (2) that the provision of such rooms without a specially expressed desire means an unwarranted expenditure of public money, which might, with more advantage, be spent on books; (3) that where there are ladies' reading rooms, the literature usually provided in them is so limited, both in quality and quantity, as to be an insult to any thoughtful and intelligent woman; (4) that the duplication of items already in the general reading room is impossible in most libraries, owing to the cost; (5) that the reading rooms in common for both sexes tend to promote a better tone, a general raising of the standard of behavior and a keener appreciation of the whole institution."

#### ELEMENTS OF NOTATION.

Elements of notation. W. C. Berwick Sayers, *Library World*, F., '13, p. 226-231. A possible supplement to H. R. Purnell's "Development of notation in classification."

Notation and classification are not convertible terms; they are entirely different questions. The function of a bibliographical classification is arrangement; that of notation is merely to indicate that arrangement. The orthodox definition of a notation is that it is a shorthand sign to represent a word. Notations are said to be *pure* when they are composed of symbols or letters of the same character, *mixed* when composed of letters and figures or any other symbols in combination. The criteria of orthodox notation are *simplicity*, *brevity* and *expansibility*. The more commonplace the symbols used, the nearer they are to signs in every-day use, the easier it is for the user to comprehend them. The simplest symbol in existence is a continuous sequence of Arabic numbers, arranged ordinarily—1, 2, 3, etc.—and next the sequence of the letters of the alphabet. Signs drawn from geometry, Greek letters, asterisks, etc., have no ideographic value, convey no image or idea to the mind; they may therefore be ruled out as complex. It seems that letters or figures are preferable, and that a pure notation should be easier to follow than a mixed one; but, still, simplicity is determined not only by the kind of symbol employed, but by its length. The base of the notation is the initial figure or letter used in marking the main classes. The length of a notation is determined by the extent of the base. As the base symbols indicate the main classes, the length of a notation is determined by the number of main classes in the scheme to which it is applied. Therefore, the more main classes a scheme has the briefer will be the notation, and, of course, the converse is true. Clearly, the continuous arithmetical number promises the briefest notation. The notation must show the sequence of the divisions. That is to say, the main classes must each be marked by a separate and distinct symbol; and the divisions of each of these classes must be marked by a number the first symbol of which is the number of the class. Simplicity, then, depends upon brevity, and brevity upon the extent of the base of a scheme. Flexibility is more important than either simplicity or brevity. The simple rule for intercalating numbers is: When a new topic arises, find the nearest related head in the classification and make the new number there. A useful feature of notation is its mnemonic value. Practical manipulations of notation, such as dividing nearly every subject in D. C. geographically by using the geographical numbers from the history class, 940-999, have been devised. The expansive classification obtains a similar result by the use of its local list numbers, which may be added to any number in the scheme; and the subject scheme permits

the addition of its geographical numbers to any subject number.

#### HIGH SCHOOL READING.

A preliminary study of the reading tastes of high school pupils. By Mrs. Roxanna E. Anderson. *Pedagogical Seminary*, D., '12, p. 438-460.

The material for this study was gathered from answers to a questionnaire sent to high school pupils of Iowa City and Fort Dodge, Ia. The answers are from 588 high school pupils from the four grades, as follows: Freshmen, 218; sophomore, 158; junior, 107; senior, 105. The purpose of the investigation was to find out not what high school students ought to read, but what they actually do read; what they like best, and why. The author comes to the following conclusions: High school pupils read much outside of school. While this reading is not always of so good quality as that furnished in school, it is much better than it would be were it not for their school influences. Girls read more than boys, and distribute their reading over greater range. Boys like best books of adventure, stories that are full of action and outdoor life; girls read for sentiment, beauty and refinement of style. While the pupils read a very creditable line of books, they read an overabundance of light periodical literature. There is not a sufficient number of standard newspapers and magazines taken in the home. There is a noticeable change in taste of both boys and girls with increasing age. Some books popular with freshmen entirely disappear from the lists before the senior year is reached. Boys care less for the recommendations of others than girls do. They exercise greater independence and individuality in the choice of their reading than do girls. A large per cent. of the pupils talk over their reading with parents, friends and teachers. Boys choose as ideals historic or public characters, while girls very generally prefer characters from fiction. Religious characters are named with the least frequency. A number of excellent books are owned by both boys and girls. Worthy books are very largely named as those which they desire to own. Boys and girls are not "grown-ups"; their tastes are and ought to be very unlike those of men and women. The tastes and interests of high school pupils should be duly recognized and respected in forming a course of study. Teachers must have a thorough acquaintance with the psychology of childhood and adolescence in order to give to the outside reading of high school boys and girls intelligent and sympathetic direction.

#### NEW YORK STATE PUBLICATIONS.

Recent state publications of interest to libraries. C. B. Lester. *N. Y. Libs.*, F., '13, p. 247-248.

"Publicity and payment, based on quality, as factors in improving a city milk supply"; 30th annual report of the Geneva Experiment

Station; the reports of the American Scenic and Historical Preservation Society; the "Civil list of the state, county and village service," issued by the Civil Service Commission; the annual report of the Comptroller; reports of the Conservation Commission; the annual report of the Prison Association, and others are described and commented on as library material.

#### NON-RESIDENT BORROWERS.

Non-resident borrowers. A Cecil Piper. *Lib. Asst.*, Mr., '13, p. 45-52.

There are several ways of dealing with the non-resident borrower. Some libraries exclude him altogether from the lending department, which seems unfair, when anyone can use the reference books. Others admit non-residents employed or being educated in the town. Workers help to make a town, and indirectly pay taxes; they should have the privilege of citizens. Students ought to be encouraged, as the library stands for education, and as they, too, indirectly pay taxes. In some libraries, non-residents pay small subscriptions for the right to borrow, and are under the same rules as residents; a few admit them free. Visitors can best be treated as non-residents, with a special form of card to facilitate keeping trace of them, giving home address and dates of stay in the town. If interchangeable cards, good all over the country, are not practicable, a series of districts, within each of which cards are interchangeable, might be tried, or a system of notes of recommendation between librarians. Students living far from a large library ought to be able to send for books. Members of conferences, and other persons of recognized standing, being easily traceable, might be allowed to borrow on their own guaranty.

#### REFERENCE WORK IN THE SMALL LIBRARY.

Reference work in the small library. F. K. Walter. *Pub. Lib.*, Mr., '13, p. 100-103. Address at Poughkeepsie, Middletown and Albany library institutes.

Purchase of reference books must be limited, because of cost, lack of room and demand, and quickness in getting out of date. Specialized works, little used, can best be borrowed from larger libraries. In the small library, reference material ought to be part of the general reading matter. Many of the good standard reference books so nearly duplicate each other that only a few are necessary. Kroeger's Guide, the A. L. A. Booklist and the "Best books list" of the New York State Library, are the best guides to selection, and advice can also be had from larger libraries. General circulation books are often better for reference than the less detailed reference book, and readers should be taught to use indexes in this connection. Periodicals are most important. If Poole's Index and the Readers' Guide, or the cheaper Readers' Guide abridged cannot be had, use a slip in-

dex of important articles. If nothing better is available, the *World Almanac* is a fair newspaper index. Pamphlets and free material, when worth saving, may be filed in envelopes. A file of questions asked and references to answers, also to works consulted in vain, is of great help.

#### SMALL LIBRARIES.

The advantages of the small library. Harry Lyman Koopman. *Pub. Lib.*, Mr., '13, p. 97-100. Lecture in library course at Rhode Island Normal School.

The small library (village library, or collection of 500-5000, open to the public, not branch in a large city) may be of higher average quality than the large library, because it has no room for poorer books; it may be better managed, because one competent person can see to everything. In a small place, everybody knows about the library, and knows the librarian. The librarian can really know his books, and he has the chance to make the library the center of local culture. These conditions are impossible in a big city library, but branches can reproduce some of them, as can "select libraries" within the large one. The small library should put its strength into these points of natural advantage, using loans from larger ones as supplements when needful.

### Notes and News

GROVER CLEVELAND MEMORIAL.—The old manse at Caldwell, N. J., where Cleveland was born, has been bought by the Grover Cleveland Birthplace Memorial Association from the First Presbyterian Church for \$18,000. Neighbors have contributed adjoining land which was a part of the original tract, and on the site will be built a memorial library, with funds supplied by Andrew Carnegie.

SUPPLEMENT TO "SPECIAL COLLECTIONS."—Dr. W. Dawson Johnston, librarian of Columbia University, will publish in the June number of the *LIBRARY JOURNAL* the first supplement to the report on "Special collections in libraries in the U. S.," issued by the U. S. Bureau of Education last autumn. He will include in this report information regarding (1) new collections added to libraries, (2) collections which have increased notably in value during the past year, and (3) collections which have been made more available by published catalogs.

CHEMICAL LIBRARY.—The Chemists' Club, of 52 East 41st street, New York City, has opened what is said to be the largest chemical library in the country. It will be open to the public every day except Saturdays, Sundays and Mondays; but to members of the club it will be open at all times, even at night. In addition, a department of research has been established, which will be open to

the public on the payment of fees. This department will copy or photograph articles where there are no duplicates to send out, will furnish translations, maintain a service similar to that of a clipping bureau, supply relevant abstracts and full bibliographies of nearly any subject in chemistry.

"BOOKS I LIKE AND WHY I LIKE THEM."—Under this caption the bulletin of the New Bedford Public Library prints a series of short reviews signed with initials of library readers. The idea has been put into practice in other places, and similar notices have been pasted within selected books. This is the first time, however, that we have seen such notices printed in library bulletins. The librarian asks for other short expressions of opinion upon any books for use in future issues. We had thought the plan best adapted to the more intimate relations of small libraries, but St. Louis and New Bedford seem to find it worth while.

TRINITY COLLEGE LIBRARY.—Plans for a new library and administration building for Trinity College are well under way. The building is to be of the same style and material as the present main building of the college, and is to contain on the first floor the offices of the administration, and on the second the reading room, circulation room and librarian's offices. The stacks are to be in a wing, and the total capacity will be 150,000 volumes.

SCHOOL USE OF PERIODICALS.—"The educational use of current news and reviews, as such news and reviews are to be found in some of the best of our periodicals, is gaining recognition," says the *Dial*, "in public schools of the higher grades, in schools of journalism, and elsewhere. One well-known weekly publication of this character takes justifiable pride in the fact that it has been selected as a means of instruction in current history and literature by a number of teachers and school superintendents in various cities, and it issues an interesting account of the methods adopted in using this somewhat novel form of textbook, with testimonials from a number of teachers. The superintendent of the New York City schools said, lately, in a circular letter to teachers: 'It will be well for the teacher to make use of recent or contemporary literature. Many pupils have a not unnatural suspicion of "classics." They have a natural interest in what other people are reading and talking about. They should be induced to read the better magazines.' A high school teacher, after naming other good results following upon the use of current periodical literature in the classroom, adds: 'The dictionary and encyclopedia are becoming live books, because they help to throw light upon live questions. The real importance and meaning of culture is being appreciated, because of the discovery of the bearing which the world's accumulation of knowledge has upon the every-day events of our



own time.' Incidentally, action and reaction being equal and opposite, this educational use of periodical literature ought to lift the periodical press to a somewhat higher level and keep it there."

**ATLANTA COLORED LIBRARY.**—The branch library for negroes in Atlanta consists as yet only of an offer by Mr. Carnegie of \$10,000 for that purpose. The several liberally endowed colleges for negroes in that city, however, offer the privileges of their libraries freely to all.

**PUBLICITY IN CALIFORNIA.**—Windows in the business district of Los Angeles are being decorated with exhibits of books from the public library, and the books are flanked by signs such as "Books like these may be borrowed free by any Angeleno" and "What is doing in the world."

What the public wants is there, and how to get it is explained by the attractive signs. The *Los Angeles Tribune* reports that the librarians wish to show that "there is a book for every reader, and we believe that there is a reader for every one of our 200,000 books."

A striking table of general statistics shows that one person out of every four in the city uses the library. There are 65,000 registered users of books and 65,000 members of the same families who use the same cards. Further figures show that 40,000 have no time to read; 40,000 read newspapers exclusively; 40,000 are unable to get to the library; 20,000 are too young to read, and 20,000 cannot read.

**D. C. AND THE ENGINEERING INDUSTRIES.**—In 1906, the Engineering Experiment Station of the University of Illinois published a bulletin on an "Extension of the Dewey decimal system of classification applied to the engineering industries," prepared by Professors L. P. Breckenridge and G. A. Goodenough. Two editions, totaling 20,000 copies, have been distributed gratuitously, and the demand still continuing, a revised edition, much extended, as compared with the original edition, has been issued. It has been the aim, in extending the work, to present subdivisions of the subjects in such detail as to constitute a complete classification for most engineering industries, even though highly specialized. This revision is in accordance with the 1911 edition of Dewey's "Decimal classification." The revised edition is not subject to gratuitous distribution, a charge of fifty cents being made to cover the cost of publication.

**SANTA FÉ READING ROOMS.**—The Santa Fé road has about \$250,000 invested in reading rooms for its employees. Five reading rooms and clubhouses and thirteen reading rooms are placed at the points where the men are given their long layovers, towns away from their homes, and providing no places to go to except the saloon and the faro bank. In some cases, however, in the deserts of Ari-

zona and New Mexico, reading rooms are put in the home towns of the men for the sake of their families. The libraries have now 17,500 volumes, with a daily circulation of 386. Seven thousand employees use the reading rooms each day, and the results in helping the men to make more of themselves are evident.

**INTERNATIONAL EXHIBIT AT LEIPZIG.**—A committee of librarians, of which Mr. John Cotton Dana, of Newark, is chairman, is arranging an exhibit of American books at Leipzig in 1914, with the cooperation of the A. L. A. and the Library of Congress, as action on the part of American publishers seems improbable.

**INDEX OF ECONOMIC MATERIAL IN DOCUMENTS OF THE STATES.**—The next volume in this series of bibliographies, by Adelaide R. Hasse, issued by the Carnegie Institution of Washington, will be devoted to New Jersey.

**DEBATING IN INDIANA.**—In commenting on a list of books on current topics which it is issuing for the use of schools, the *Indiana State Library Bulletin* says: "We have observed in the last few years an enormous increase in debating among the schools of the state; and the old questions as to the relative superiority of men or women or the advantages of winter and summer are now the exception rather than the rule.

"Most questions of the day are not too complex for boys of fifteen or sixteen. One boy, apparently scarcely in his teens, returned to the State Library a book which had been given him because it contained a few pages on a policy recently advocated by President Taft, which had been made the subject for a debate.

"That book was so interesting," said he, 'that I read it all last night.' Yet it was not a book that many boys of his age would have chosen for recreation unless they had had some such introduction to it.

"It is with the idea of assisting our future voters to a more intelligent citizenship that we have taken the list of topics in this bulletin from questions which have been and still are discussed by public men and political economists. Many of them were warmly debated during the past presidential campaign, and will be of interest for many months to come."

**AMERICAN POETRY.**—The Poetry Society of America wishes to ask, through the pages of the *LIBRARY JOURNAL*, (1) how many libraries "would be willing to purchase a very select list of volumes for contemporary verse, chosen with great care by a committee from the Poetry Society each year; and also whether (2) these libraries would be interested in securing an additional select list of the most important volumes of real poetry that have appeared during the last few years?" Replies may be sent to Mr. Joyce Kilmer, secretary



of the Poetry Society of America, The National Arts Club, Gramercy Park, New York City.

**BRITISH EDITORIAL CHANGES.**—Mr. H. Ruth-erford Purnell, editor of *The Library Assistant* since 1909, has been elected librarian of the Public Library of South Australia. His successor is Mr. H. G. Sureties, Shepherd's Hill Library, Highgate, London, N.

**"VISITORS' DAY" IN DETROIT.**—All the library buildings of Detroit were open for special exhibits and exercises one evening in February. Collections of reference books, prints, photographs, juvenile books, books on American history were shown in the different branches, and lectures, concerts and exercises by school children given in the evening. Thousands of people visited the libraries during the day.

**UNIVERSITY LIBRARY EXPENDITURES.**—In Dr. W. Dawson Johnston's figures on university library expenditures, in the March *LIBRARY JOURNAL*, the first column of figures should have been headed "Total expenditures."

**Avondale, Cincinnati, O.** The ninth branch building to be owned by the city of Cincinnati was opened Feb. 27. The rest of the twenty branches are in rented quarters. The new building is of hollow tile, covered with stucco, is more or less after the mission style, and cost \$40,000. About 15,000 volumes can be housed there, and the reading room will seat 125 persons.

**Boston, Mass.** The new North End branch was opened Feb. 27 in a building formerly a church, remodelled at a cost of \$86,000. The library is thoroughly well appointed, and is intended in particular to be the center of children's life in the North End. In the adults' reading room will be placed later a bas-relief representing scenes in the life of Dante, which has been purchased with subscriptions by members of the Dante Society of the North End, and is to be presented to the library authorities for this building.

**Buffalo, N. Y.** A municipal reference library has been started at the City Hall.

**Denton, Tex.** The new library and gymnasium building of the North Texas State Normal School has been formally accepted by the state. The second story is to be the library, with two large reading rooms and a book room. The building is fireproof, well finished, of simple architecture, and cost \$50,000.

**Detroit, Mich.** Rules governing the competition for plans of the new library have been issued. In drawing up the rules, the Detroit Library Commission has governed itself by the tentative plans for the Museum of Art to be erected nearby. The library will have a capacity of 500,000 volumes, and is to cost not more than \$850,000.

**Franklin, Tenn.** A Carnegie library, to cost \$10,000, is to be erected.

**Hull (Mass.).** The John Boyle O'Reilly cottage, on Main street, the last home of the poet, has been bought by the town for a public library.

**Kansas City, Mo.** The Louis George branch was opened Feb. 27, with addresses by J. M. Greenwood, superintendent of schools; Gen. Milton Moore, president of the Board of Education, and Purd B. Wright, the librarian. Mr. George, the donor, was given hearty applause after the speeches of thanks. Friday, the 28th, was "ladies' day," and five story hours for the children were held on Saturday, March 1. Cement construction and metal bottoms on all the furniture make it possible to clean the building by turning a stream of water on the floor.

**Kutztown, Pa.** The Keystone State Normal School is to have a new \$100,000 library building, with room for 75,000 volumes.

**Los Angeles, Cal.** A new Carnegie branch library was dedicated in Vermont Square March 1.

**Louisville, Ky.** The Jefferson Branch was opened for the circulation of books March 10, after two days of inspection and celebration, with children's exercises on Saturday afternoon and an evening program to mark the formal opening. Citizens of the vicinity served on the reception committee with librarians and school officials.

**Memphis, Tenn.** The first branch of the Cossitt Library was opened March 1 in the Riverside School. Others are to be established as soon as possible.

**North Portland, Ore.** The North Portland branch has moved from the Sinnott building to its new building, where exercises were held with the coöperation of several local improvement societies, commercial clubs and the school children of the vicinity.

**New York City.** Work has begun on the Fort Washington branch of the New York Public Library, 179th street, between Audubon and St. Nicholas avenues. The construction and furnishing will cost about \$100,000.

**Plainfield, N. J.** Exercises of the formal opening of the new library building were held in the high school auditorium, February 3. The new and old buildings have been connected and are to be used together; the augmented stack will hold 45,000 volumes, and the reading room 6000 more.

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## Communications

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### SPARE US!

To the Editor of the *Library Journal*:

DEAR SIR: The postman is become a terror that walketh by day, for never a mail arrives now without bringing several inquiries and

perhaps one or two questionnaires from librarians who are looking up different phases of library work or preparing conference papers, or seeking information for use in their own administration. Much of the information thus sought is of distinct value, but too often it is trivial, or, in the form it is asked for, lies under suspicion of comparative uselessness. Frequently it could be compiled from printed library reports just as easily by the inquirer as by his victim.

We must continue to furnish answers to all sorts of questions and bear up as best we may under the infliction, cheering ourselves with the hope that somebody may be benefited by learning how many acres of floor space are devoted to children's use; whether shelves are supported by round pegs or square; how many readers one chair will accommodate in one day; and what deductions are made in the pay roll for absence because of matrimony, funerals, or cold in the head. But before imposing these burdens on our confrères, let us search our consciences and remember the golden rule. Above all, spare us the deadly questionnaire, which always asks for statistics in a little different form from that in which they are recorded. ONE OF THE MISERABLE SINNERS.

### Librarians

BIXBY, Harriet, of Valparaiso, has been appointed librarian of the Agricultural College of the University of Missouri.

DOLBEE, Florence, died, February 21, in Alton, Mo. She had been librarian of the Jennie D. Hayner Library in Alton for over thirty years.

HEDRICK, S. Blanche, librarian of the Agricultural College of the University of Missouri for four years, has accepted the position of assistant librarian in the University of North Dakota.

JEWETT, Walter Kendall, librarian at the University of Nebraska, died at Lincoln, March 3. Dr. Jewett came from the John Crerar Library to Lincoln in 1906, and had since that time built up a notably effective administration.

MORRIS, Louise R., who for the past eight years has been librarian of the Summit (N. J.) Free Public Library, has resigned, and will spend the next few years in study and travel abroad. Miss Morris' resignation goes into effect June 1.

UTLEY, Henry M., of Detroit, is to retire, July 1, from active work at the head of the Detroit library system, but will continue as librarian emeritus. Mr. Utley's service in Detroit has extended over twenty-seven years, and the modern development of the branches and library extension has come during his administration.

### Gifts and Bequests

*Bethlehem, Pa.* The Free Library of the Bethlehems receives \$50,000 by bequest from John Fritz, the ironmaster. This sum is to be used for a building when \$25,000 more has been raised for maintenance.

*Glens Falls, N. Y.* By the will of Henry Crandall, of Glens Falls, his estate, after the lifetime of his wife, is to remain in possession of a perpetual corporation, who will administer the income for the parks and the library of the town. The estate is said to be of about \$500,000.

*Holbrook, Mass.* E. Everett Holbrook has given \$5000 to the town for the public library.

*Memphis, Tenn.* Mrs. Helen Cossitt Juilliard, daughter of the founder of the Cossitt Library, has recently given the library \$5000.

*Massachusetts Institute of Technology* receives \$5000 from the American Telegraph and Telephone Company for the care of the electrical library, and the same sum is promised annually for the next five years.

*New York City.* The Association of the Bar of the City of New York has received from Miss Emily F. Southmayd a gift of \$100,000 in memory of her brother, the distinguished lawyer, Charles F. Southmayd. The income of the fund is to be spent for the purchase of books.

*Oshkosh (Wis.) P. L.* has received two large bronze lions of Italian workmanship from Col. John Hicks for each side of the entrance steps.

*Reading, Pa.* An additional appropriation of \$111,180 has been received from Andrew Carnegie for the furnishing of the building given by him to the city. It will probably now be opened in April.

*St. Louis, Mo.* An art library, as a memorial to J. Clifford Richardson, of St. Louis, is being installed in the Art Museum building in Forest Park. A sum of between \$50,000 and \$100,000 was left by Mrs. Richardson for the memorial; "the Sturgis art and reference library" of 3000 volumes forms the nucleus of the collection.

*Westboro, Mass.* According to the will of Rufus J. Forbush, the bulk of his estate of \$40,000 was left to the town for the use of the public library.

### Library Reports

*Adams (Mass.) F. L.* Lucy G. Richmond, lhn. (Rpt.—yr. 1912.) Accessions 827; total 17,360. New registration 430; total registration 5011. Circulation 40,899. Receipts \$4453.10; expenditures \$4003.61.

*Amesbury (Mass.) P. L.* Alice C. Follansbee, lbn. (Rpt.—yr. 1912.) Accessions 652. Circulation 41,065. Receipts \$4044.35; expenditures \$4024.22.

*Andover (Mass.), Memorial Hall L.* Edna A. Brown, lbn. (Rpt.—yr. 1912.) Accessions 651; total 20,065. New registration 364; total registration 2848. Circulation 32,415. Receipts \$37,883.30; expenditures \$32511.19.

A branch for Ballardville and enlargement of Memorial Hall or a new building is urged. A steady supply of flowers for the reading room has been provided by different residents—about 300 gifts between April and November.

*Atlantic City (N. J.) F. P. L.* Alvaretta P. Abbott, lbn. (Rpt.—yr. 1912.) Number of volumes 25,347. Circulation 157,837. New registration 2743; total registration 12,115. Receipts \$17,552.51; expenditures \$14,521.43.

The library maintains a medical collection, a teachers' room, historical room and a museum. Juvenile circulation was 46,331.

*Attleborough (Mass.) P. L.* Eugenia M. Henry, lbn. (Rpt.—yr. 1912.) Accessions 931; total 15,551. New registration 758; total registration 6147. Circulation 58,188. Receipts \$7593.32; expenses \$7490.

*Auburn (N. Y.), Seymour P. L.* Elizabeth Porter Clarke, lbn. (Rpt.—yr. 1912.) Accessions 1556; total 24,391. New registration 771, 1095 renewals; total 4979. Circulation 70,521. Three books are now allowed to a borrower, and eight school libraries have been established.

*Bellingham (Wash.) P. L.* Grace Switzer, lbn. (Rpt.—yr. 1912.) Accessions 2631; total 15,926 (Fairhaven 5487). Circulation 81,180. Expenditures \$9226.93.

Fiction percentage in the Fairhaven branch has decreased from 80 to 70 per cent. the last half year. Development of the children's department and of a system of deposit stations is urged.

*Boston (Mass.) Athenaeum.* Charles Knowles Bolton, lbn. (Rpt.—yr. 1912.) Accession 4685; total 254,412. Photographs, engravings and maps added 1170. Shares in use 803. Circulation 38,465. Non-proprietors having admission cards 574; total non-proprietors using library 609.

Extensive purchases of Revolutionary and Confederate newspapers have been made. The method of fiction selection is outlined and the following figures (for 1912) given to show the results of a typical year's purchase. 162 novels were bought and given permanent shelf numbers; 85 novels purchased before 1912 were given permanent shelf numbers; 247 novels in all were added to the permanent collection of fiction; 231 novels were bought in 1912, but were considered of uncertain value and were given a temporary place.

*Baltimore (Md.), Enoch Pratt F. L.* B. C. Steiner, lbn. (Rpt.—yr. 1912.) Accessions 19,017; total 301,023. Registration 40,076. Circulation 616,083. Expenditures \$88,913.62.

The report calls attention to the need of a larger income for the efficient utilization of the library's over 300,000 volumes. The central building, too, is extremely crowded, with the corridors and basements utilized for shelf room. The work of the 14 branches is extending, and the traveling libraries, etc., continued as before. The following statement of the library's needs was presented:

1. An extensive addition to the central library facilities in the shape of an additional new building, monumental in its architecture, convenient and modern in its interior, adjacent to and connecting with the present central library building.

2. Until the erection of such a building, the establishment in remodeled dwellings adjacent to the central building, of those departments for which we have no facilities in the present building, for example: (a) a technological room, (b) a young people's room, (c) a teacher's room, (d) an open-shelf room, containing a standard library.

3. A sufficient sum of money to enable us to convert the earlier branch libraries into open-shelf libraries, so that there may be no discrimination against the people in the sections of the city where these libraries are located.

4. A sufficiently large book fund to enable us to purchase very much more largely for the branches and to increase the number of duplicates purchased.

5. Sites for 12 branch libraries.

An appropriation of \$51,500 from the city was asked for, in addition to the income—\$50,000—from the Pratt endowment.

An unusual feature of the report is the detailed and individual reports of the branch librarians, the value of which no brief generalization can indicate.

*Bristol (R. I.), Rogers Free L.* George V. Arnold, lbn. Accessions 401 (net increase 355); total (cataloged) 19,048. New registration 231; total registration 2035. Circulation 18,875. Receipts \$2124.81; expenditures \$1942.97.

*Brookfield (Mass.), Merrick P. L.* Winifred S. Farrell, lbn. (Rpt.—yr. 1912.) Accessions 408; total 18,995. Circulation 18,960. Receipts \$1113.29; expenditures \$1214.27.

*Buffalo (N. Y.) P. L.* Walter L. Brown, lbn. (Rpt.—yr. 1912.) Accessions 32,665; withdrawn 26,452; net additions 6213; total 306,725. New registration 21,316; total registration 79,400. Circulation 1,507,267. Receipts \$121,880.58; expenditures \$119,121.19.

The directors ask for an increased appropriation for the material growth of the library system. Adequate quarters for all but one branch are needed; the circulation from the

branches in many cases was extraordinary, the last one to open having a circulation of 95,000. The system of school libraries which originated in Buffalo has never been extended to all the schools of the city. Eighteen day schools and night schools with 10,000 pupils are still without library service.

*Burlington (Ia.)* F. P. L. Miriam B. Wharton, lbn. (Rpt.—yr. 1912.) Accessions 2559; total 35,415. Circulation 96,236 (juvenile 20,484, schools 23,694). New registration 1008; total 6377. Expenditures \$8343.98.

Exhibits on the Panama Canal and Keokuk Dam, and an art exhibit, with an essay competition for school children, met with success.

*Cincinnati (O.)* P. L. N. D. C. Hodges, lbn. (Rpt.—yr. 1912.) Registration 84,465. Circulation 1,002,016 (not including 180,299 pictures).

References were prepared for the programs of 40 woman's clubs and for the "World in Cincinnati," the missionary exposition held in March. Work with foreigners has increased, 179 libraries, with a circulation of 37,846, were placed in schools. Two new branches, making a total of nineteen, were opened. One of them occupies a large corner room on the ground floor of the new Frederick Douglass School for Colored People, in the center of a closely settled colored community. The children and teachers fill the room during the noon hour and after school, and grown people come in somewhat smaller numbers in the late afternoon and evening. Five deposit stations were established, some taking the place of old delivery stations. At the Budget exhibit, in the fall, the distribution of agencies was drawn on a large wall map of the county, and a collection of pictures and a traveling library case illustrated the work in more detail. For the "World in Cincinnati," books on the country assigned each suburb were massed at the nearest branch, making it possible to handle the heavy reference work which lasted through several months.

*Chicago (Ill.), Newberry L.* W. N. C. Carlton, lbn. (Rpt.—yr. 1912.) Accessions 8580; total 342,557. Circulation 110,278. Attendance 71,074.

Three special exhibits have been held, and several changes been made in the building—the installation of a part of a two-story metal stack and the transfer of two departments to different quarters. The arts and letters department room has been given over to cataloging, accessions and classification.

*Colorado State L., Denver.* Nellie K. Gravett, asst. lbn. (Rpt.—biennial yrs. 1911-12.) Accessions 5244 vols., 9320 pamphlets; total accessions 14,564. The report presents the following recommendations:

1. That a committee be appointed by the legislature to look into the library conditions of the state and the State library. 2. Unification of library heads, placed under a State

Library Commission and all centralized in the State Library. 3. That a Legislative Reference Bureau be established. 4. That an exchange department be created. 5. That a liberal appropriation for the maintenance and conduct of the State Library be made.

*Dubuque (Ia.), Carnegie-Stout* F. P. L. Lillian B. Arnold, lbn. (Rpt.—yr. 1912.) Accessions 1358; total 32,274 (not including public documents, numbering 12,700). New registration 858; total 14,483. Circulation 40,879 (main library 27,083, school 13,596). Expenditures \$8225.55.

The annual Library Day was successfully observed; many exhibitions have been held, including an exhibit of the work of the public schools. The building has been largely renovated.

*Davenport (Ia.)* P. L. Grace Delphine Rose, lbn. (Rpt.—yr. 1912.) Accessions 4530; total 35,935. New registration 10,330; total registration 10,251. Circulation 172,335.

Delivery stations have been opened in all parts of the city, so that library privileges are within walking distance of all residents. A large show window has been used for advertising in one of the branches. The school circulation was 39,144; the usual course in the use of the library was given to a class of teachers, and a reception and exhibit given at the library to the teachers of the city.

*Exeter (N. H.)* P. L. Carrie E. Byington, lbn. (Rpt.—yr. to F. 15, '13.) Accessions 440; total 17,281. New registration 522. Circulation 29,577. Receipts \$3004.99; expenses \$2727.83.

*Farmington (Conn.), Village L.* Lillian E. Root, lbn. (Rpt.—yr to S. 11, 1912.) Accessions 342; total 6410. Circulation 10,249. Receipts \$717.12; expenses \$485.81.

*Gloversville (N. Y.)* F. L. Mabel Getman, lbn. (Rpt.—yr. 1912.) Accessions 694; total 28,835. Circulation 85,416 (increase 20,781; adult 40,983; juvenile 16,315).

A "gift table" in the main lobby since September, 1912, has held books and magazines given by various people; these books may be taken by anyone who wants them, without any obligation to return them. This feature has been extremely popular.

*Germantown (Pa.), Friends'* F. L. Hannah M. Jones, lbn. (Rpt.—yr. to Ag. 31, '12.) Accessions 697; total 27,451. New registration 373. Circulation 13,846. Receipts \$12,921.95; expenses \$10,736.05. Alterations, costing \$4274.39, have been made. The Meeting has given the library \$200 more annually.

*Gorham (Me.), Baxter Mem. L.* John A. Hinkley, lbn. (Rpt.—yr. to Ja. 31, '13.) Accessions 381. Circulation 16,131. Receipts \$1526.30; expenditures \$1361.05.

*Grand Rapids (Mich.)* P. L. Samuel H. Ranck, lbn. (41st annual rpt.—yr. to Mar.



31, 1912.) Accessions 8691 (net increase 7102); total 130,116. New registration 6208; total registration 22,064. Circulation 253,415. Expenditures \$46,541.46 (books \$10,556.10).

The report discusses at some length the question of what to do about readers' requests for the purchase of books. The Michigan and historical collections have far outgrown their quarters. Study of the problem of the unused book has been continued; books which had not gone into circulation for two years were placed on open shelves, with the result that in general, within a month, 10 to 15 per cent. of them went into circulation. Children's work, school circulation, library extension courses, etc., have been carried on with increasing usefulness.

*Hackensack (N. J.), Johnson F. P. L.* Mary Boggan, lbn. (Rpt.—yr. 1912.) Accessions 1288; total 15,966. New registration 519; total registration 3228. Circulation 62,966. Receipts \$5108.29; expenditures \$5706.17.

The need for increased space has been met temporarily by placing a gallery in the stack room, with space for 1200 more volumes. A branch or distributing station is being contemplated.

*Herkimer (N. Y.) F. L.* Edith M. Sheaf, lbn. (Rpt.—yr. 1912.) Accessions 479; total 12,208. New registrations 401; total 3803. Circulation 29,061. Expenditures \$1437.25 (books \$462.22).

*Hopedale, Mass. Bancroft Mem. L.* Harriet E. Sornberger, lbn. (Rpt.—yr. 1912.) Accessions 479; total 11,476. New registration 133; total 1235. Circulation 26,069. Receipts \$3197.52; expenditures \$3197.52.

The circulation per capita is 12.01, and borrowers may draw four books at a time, two of which may be fiction.

*Junction City (Kan.), George Smith P. L.* Garnette Heaton, lbn. (Rpt.—yr. 1912.) Accessions 1004; total 9121. New registration 556; total 3624. Circulation 29,105. Receipts \$5918.64 (\$4160 from rentals of part of library building); expenditures \$5026.10.

*Laconia (N. H.) P. L.* Olin S. Davis, lbn. (Rpt.—yr. 1912.) Accessions 657; total 19,880. New registration 422; total registration 5417. Circulation 46,161. Receipts \$6672.50; expenditures \$6012.80.

*Leland Stanford Junior University, Stanford, Cal.* George Thomas Clark, lbn. (Rpt.—yr. 1912.) Accessions 12,888; total 174,379 (vols. in Lane Medical Library, San Francisco, 31,422; total 205,801). Circulation 133,074.

*Lexington (Ky.) P. L.* Florence Dillard, lbn. (Rpt.—yr. 1912.) Accessions 1326; total 26,004. Circulation 59,765. Receipts \$8355.79; expenditures \$7029.84.

*Mattapoisett (Mass.) P. L.* (Rpt.—yr. 1912.) Accessions 161; total 6492. Circulation 11,153.

*Milford (N. H.) F. L.* Annabel C. Secomb, lbn. (Rpt.—yr. to F. 15, '13.) Accessions 538; total 11,493. Circulation 32,490. Receipts \$1818.27; expenditures \$1804.15.

*Mass. Gen. Hospital, Boston (Mass.), Treadwell L.* Grace W. Myers, lbn. (Rpt.—yr. 1912.) Accessions 630; total 8277. No. vols. hospital records indexed and prepared for binding 120; cards written for clinical catalog 13,988.

*Mass. Inst. of Technology Libs., Boston, (Mass.)* Robt. P. Bigelow, lbn. (Rpt.—yr. 1911-12.) Accessions 5021 (excluding unbound periodicals); total 95,528 (not including 27,239 pamphlets and maps). Circulation 13,304.

Maj. Cole's gift to Technology Union, and the Dering Library, estimated at 30,000, are not included in this number. The Dering collection, given by American Telephone and Telegraph Co., containing about 30,000 volumes, is the most important ever received by the library. Other gifts include photographic periodicals and general literature from Maj. Cole.

*Mercantile Library of New York (N. Y.).* W. T. Peoples, lbn. (92d annual rpt.—yr. 1912.) Accessions 5882 (net increase 1208); total 243,062 (pamphlets added 654). Number of members 2042; persons entitled to use library 3746. Circulation 96,984 (home 71,030, downtown branch 20,980, reference 4965). Readers 6332. Receipts \$32,792.43; expenditures \$28,978.04.

*General Society of Mechanics and Tradesmen, N. Y.* (Rpt.—yr. 1912.) Accessions 2571; total 94,063. Circulation 75,776 (52,444 fiction). New registration 2449.

*Newark (N. Y.) P. L.* Sue A. Saltzman, lbn. (Rpt.—yr. to Oct. 31, 1912.) Accessions 702; total 10,294. New registration 374; total 4061. Circulation 32,422.

*New Haven (Conn.), Colony Historical Society.* Frederick Bostwick, lbn. (Rpt.—yr. to O. 31, '12.) Accessions 150 books, 450 pamphlets. Receipts \$6869.25; expenditures \$2615.07.

*New Haven (Conn.), Yale University Libs.* John C. Schwab, lbn. (Rpt.—yr. to Je. 30, 1912.) Accessions 45,933 (main library); total (all libraries) 893,937 (main library). Borrowers 1896. Circulation 18,470 (outside library). Receipts \$80,744.70; expenses \$82,224.70. *Linonian and Brothers L.:* Circulation 19,263. Borrowers 1730. *Law L.:* Accessions 768; total 35,004 books, 10,311 pamphlets.

The system of reserving books for the use of particular classes is growing. Owen F. Aldis has given an important collection of first editions of American belles-lettres, and 1000 volumes of American poetry were anonymously added. Other gifts are numerous.



and valuable. The new Elizabethan Club has a collection of first editions of the Elizabethan era listed in the report.

Exhibitions of manuscript letters connected with Yale history, works of the late President Porter, Connecticut governors' proclamations, and printed works of graduates were held. Publications include a finding list of engineering periodicals; a list of medical periodicals is about to appear.

*North Adams (Mass.) P. L.* Mabel Temple, lbn. (29th rpt.—yr. to N. 30, '12.) Accessions 1596; total 34,058. New registrations 979; total registration 7327. Circulation 95,381 (pictures 2216). Receipts \$7408.65; expenses \$7341.84.

Stories were told to children during the summer at the main building and Blackinton branch. High school teachers cooperated with the library in making reading lists and getting new readers in their classes. Dickens, Scott, Arnold Bennett and other exhibits were held. Books for foreigners were advertised through the evening schools.

*Omaha (Neb.) P. L.* Edith Tobitt, lbn. (Rpt.—yr. 1912.) Accessions 5730; total 104,538. Registration 17,823. Circulation 267,371.

Some of the points brought out in the report are: The change in the hour for closing from 9 p.m. to 10 p.m.; the discontinuance of the guarantor system; the increase in the number of books issued to each borrower at one time; the increase in the number of periodicals to be issued on cards, this collection now numbering 80; the beginning of the establishment of branch libraries in school buildings; the management of the C. N. Dietz lecture course held at the High School auditorium; the preparation of a chart giving by district the number of library readers, compared to the population, this to be used as a basis for the establishment of delivery stations in the future; the removal of a part of the library to quarters in the Court House, this having been done because of the crowded condition of the library building; the collecting of pamphlets and documents in preparation for the establishment of a municipal reference department, either at the library or at the City Hall; through the courtesy of the May Music Festival, the acquisition of a large collection of instrumental music which may circulate to borrowers; the almost daily use of the free lecture room for classes and clubs; the rearrangement of the museum on the third floor, thus making this collection of greater educational value than formerly; an exhibit of the work of modern American artists, February 17 to March 3, inclusive, under the management of the Omaha Society of Fine Arts; the management of a class in advanced civics, conducted under the direction of the library and free to the public.

*Orange (N. J.) Free L.* Elizabeth Howland Wesson, lbn. (Rpt.—yr. 1912.) Accessions 687; total 36,700. Circulation 83,656.

The report points out the need of larger purchases for children's books, and interesting, up-to-date works in German, Italian and other languages.

*Philadelphia (Pa.), City Institute.* Mrs. M. A. Fell, lbn. (Rpt.—yr. 1912.) Accessions 1018; total 34,045. Circulation 42,306; visitors 90,549. Receipts \$5917.81; expenditures \$5263.42.

*Port Deposit, Md. Jacob Tome Institute L.* (18th yr., ending June 19, 1912.) Accessions 384; total 13,850 (not including 2000 pamphlets and 9000 pictures). Circulation 16,202 (adult 10,000, juvenile 1579). Registration 695. Expenditures \$850.

No books are allowed to circulate during the school hours—8:15-3:15—but the library is open all day for reference work. There are two branch libraries, one of which is strictly juvenile. These are also in connection with the school. Our borrowers, among the townspeople, number about 90, exclusive of the children of the town, who are registered as students.

*Rutland (Vt.) F. L.* Lucy D. Cheney, lbn. (Rpt.—yr. 1912.) Accessions 608; total 19,029. New registration 640. Circulation 62,143. Receipts \$2838.33.

The gain in circulation, 1666, was largely in non-fiction—in particular, juvenile non-fiction. The percentage in the children's department is 31, in comparison with 26 in the main library. Fifteen out-of-town study clubs and individuals have been borrowing non-fiction regularly.

*Salem (Mass.) P. L.* Gardner M. Jones, lbn. (Rpt.—yr. to N. 30, '12.) Accessions 3596; total 57,951. New registration 984. Circulation 92,687. Receipts \$87,926.59; expenditures \$52,300.37.

The alterations and additions, already described in the LIBRARY JOURNAL for June, 1912, were completed June 1, and the work of reorganization and expansion has progressed steadily since then.

*Schenectady (N. Y.) P. L.* (Rpt.—yr. 1912.) Accessions 3904; total 31,127. New registration 3059; total registration 17,269. Circulation 164,041. Receipts \$13,795.35; expenditures \$13,702.11.

A branch has been opened in a public school, with a reading room and collection of 1500 volumes. A catalog of the newer publications is issued from time to time, a method which the librarians find "more useful than a regular monthly or quarterly bulletin padded with magazines, reference, and other titles of little interest."

*Shelburne Falls (Mass.), Arms L.* C. P. Hall, lbn. (Rpt.—yr. 1912.) Accessions 255; total 11,738.

*Summit (N. J.) F. P. L.* Louise R. Morris, lbn. (Rpt.—yr. 1912.) Accessions 1233; total

9783. New registration 575; total 2262. Circulation 32,796.

The need of new stacks to accommodate the library's rapid growth is emphasized.

*St. Louis, Mo. Mercantile L. W. L. R. Gifford, lbn.* (Rpt.—yr. 1912.) Accessions 4849; total 143,013. New members 192; total membership 3311. Receipts \$72,138.75; expenditures \$68,135.98.

*Townsend (Mass.) P. L. Evelyn L. Warren, lbn.* Accessions 229; total 6471. Circulation 10,621. Receipts \$623.43; expenditures \$539.21.

*Troy (N. Y.) P. L. Mary L. Davis, lbn.* (Rpt.—yr. 1912.) Accessions 1880; total 47,565. New registration 1832; total registration 11,204. Circulation 98,201. Receipts \$20,331.72; expenditures \$20,203.37.

The juvenile department has been developed and strengthened, and the room newly decorated and provided with new shelves. Work with the schools and the foreign circulation have increased.

*U. S. Dept. of Agriculture Libraries. Claribel R. Barnett, lbn.* (Rpt.—fiscal year to Je. 30, 1912.) Accessions 9122; total 122,043. Circulation (partial) 70,655 books, 128,883 periodicals. Expenses \$53,004.95.

Monthly meetings of the staff were held October-June. Publications included the *Monthly Bulletin*. 2382 cards in "Agriculture" series prepared for Library of Congress. Catalog of forestry publications in department library completed, bibliography on White Mountain and Appalachian regions printed. A list of duplicates on hand is forthcoming. 1948 periodicals are received.

An inventory has been begun. A closer cooperation with the agricultural libraries of colleges and experiment stations all over the country is being sought. The report includes a history of the library, which was established fifty years ago, and a list of the series for which cards are prepared.

*Wakefield (Mass.), Beebe Town L. H. Gertrude Lee, lbn.* (Rpt.—yr. 1912.) Accessions 731; total 18,222. New registration 693. Circulation 54,399. Receipts \$2997.07; expenditures \$2697.07.

*Walpole (Mass.) P. L. Ida J. Phelps, lbn.* (Rpt.—yr. 1912.) Accessions 680. Circulation 26,740. New registration 225.

*Washington (D. C.), Soldiers' Home L.* (Rpt.—yr. to Ag. 20, '12.) Accessions 1327; total 11,032. Circulation 25,925.

*Winnetka (Ill.) F. P. L. Jessie E. McKenzie, lbn.* (Rpt.—yr. to Je. 30, '12.) Accessions 943; total 7420. Registration 1189. Circulation 15,578. Receipts \$3017.02; expenditures \$2589.20.

*Westerly (R. I.) P. L. Joseph L. Peacock, lbn.* (Rpt.—yr. to O. 15, 1912.) Accessions

2333; total 31,027 (exclusive of government publications). New registration 780; total 4460. Circulation 65,052 (juvenile 15,051).

The library serves a population of 11,700, including the part of town over the Connecticut line. For Westerly itself, the circulation per capita is 7.27 per cent., and on the basis of the larger area, 5.85. The average for the state is 1.30.

*West Brookfield (Mass.), Merriam P. L. Mary P. Foster, lbn.* (Rpt.—yr. 1912.) Accessions 348; total 9948. Registration 800. Circulation 15,690.

*Winthrop (Mass.) P. L. Alice A. Munday, lbn.* (28th annual rpt.—yr. 1912.) Accessions 636; total 13,004. Registration 4047. Circulation 36,888. Receipts \$5270.23.

#### FOREIGN

*Imperial L., Calcutta, India. J. A. Chapman, lbn.* (Rpt.—Ja. 1, '11-Mr. 31, '12.) Accessions 13,846. Number of readers 39,832. Books issued 8879.

#### Bibliography and Cataloging

GENERAL BIBLIOGRAPHIES. Brown, Zaidee, comp. Buying list of books for small libraries. New ed.; rev. by Caroline Webster. Chic., Am. Lib. Assn. 64 p. 4", pap.

—Brandenburg, S. J., comp. One hundred good books for country readers. Oxford, O., Miami Univ. Lib. 14 p. 12", pap.

—Smithsonian Institution, Washington, D. C. Classified list of Smithsonian publications available for distribution, Jan. 1, 1913. 31 p. 8", pap.

—Gray, W. Forbes, ed. Books that count; a dictionary of standard books. N. Y., Macmillan. 19+630+58 p. 12", \$5.

AGRICULTURE. Babcock, Ernest Brown. Development of secondary school agriculture in California. Berkeley, Cal., Univ. of Cal., '11. 52+2 p. (3 p. bibl.) (College of Agriculture, Agricultural Experiment Station cir.) pap., gratis.

—Univ. of Cal. Publications in agricultural sciences. Berkeley. 49 p. pap., 45 c.

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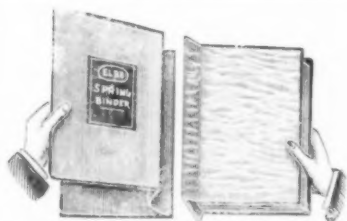
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